Government
Publications

(2)

SESSIONAL PAPERS.

VOL. XXIII.—PART II.

FIRST SESSION OF SEVENTH LEGISLATURE

OF THE

PROVINCE OF ONTARIO.

SESSION 1891.

Toronto:

PRINTED FOR LUD. K. CAMERON, QUEEN'S PRINTER,

BY WARWICK & SONS, 68 AND 70 FRONT ST. WEST,

1891.

LIBRARY
JUL 1 1966
UNIVERSITY OF TORONTO

1091254

LIST OF SESSIONAL PAPERS.

ARRANGED ALPHABETICALLY.

TITLE.	No.	REMARKS.
Accounts (*Ontario and Quebec*)	48	*Printed.*
Accounts, Public	19	"
Agricultural and Arts, Report	5	"
Agricultural College, Report	40	"
Agricultural Societies, Analysis	41	*Not printed*
Agricultural text book, Order in Council	32	"
Algoma, leases of lands in	56	"
Asylums, Report	6	*Printed.*
Bee-keepers' Association, Report	66	*Printed.*
Births, Marriages and Deaths, Report	3	"
Blind Institute, Report	9	"
Canadian Institute, Report	21	*Printed.*
Common Gaols, Report	7	"
Common School lands collections	63	"
Crown Lands, Report	34	"
Dairymen's Association, Report	36	*Printed.*
Davis, Judge, Surrogate Fees to	22	*Not printed.*
Deaf and Dumb Institute, Report	8	*Printed.*
Division Courts, Report	38	"
Education, Report	4	*Printed.*
" publication of French reader	26	*Not printed.*
" Morrisburg Coll. Institute	27	"
" Aylmer Coll. Institute	28	"
" Gravenhurst High School	29	"
" Norwood Board of	30	"
" conveyance to N. A. Land Co'y	31	"
" compulsory Education	33	*Printed.*
" publication of text books	39	*Not printed.*
" salaries in Normal Schools	47	*Printed.*
Election Returns	1	"
Elgin House of Industry, Report	42	*Not printed.*
Entomological Society, Report	15	*Printed.*
Estimates	20	"
Experimental Union, Report	37	" *as part of Agricultural Coll. Report.*

Title.	No.	Remarks.
Factories, Report	60	*Printed.*
Forestry, Report	16	"
Fruit Growers, Report	12	"
Gaols, Report	7	*Printed.*
Health, Report	52	*Printed.*
Hospitals, Report	10	"
Immigration, Report	35	*Printed.*
Industries, Report	67	"
Insurance, Report	2	"
Judicature Act, commutation	22	*Not printed.*
" "	25	"
" "	43	"
" "	49	"
Keewatin Lumber Co'y., lease to	56	*Not printed.*
Land Improvement Fund	63	*Printed.*
Legal Offices, Report	58	"
Lion Provident Life Association	55	*Not printed.*
Liquor License by-laws, quashed	65	*Printed.*
Magdalen Asylums, Report	11	*Printed.*
Mines, Report of Inspector	68	"
Mosgrove, Judge, Order in Council	49	*Not printed.*
Muir, Judge, Order in Council	25	"
Orphan Asylums, Report	11	*Not printed.*
Parry Sound, Election	54	*Not printed.*
Practical Science Report (*part of*)	4	*Printed.*
Prisons Commission, Report	18	"
Prisons, Report	7	"
Proton Grammar School lands	61	"
Proton, Resolutions *re* school lands	62	"
Public Accounts	19	"
Public Works, Report	17	"
Queen Victoria Niagara Falls Park, Report	51	*Printed.*
Reformatories, Report	7	*Printed.*
Refuge, House of, Report	11	"
Registrars' Fees	39	"
Scientific Institutions, Reports (*part of*)	4	*Printed.*
Secretary and Registrar, Report	53	"
Stationary Engines	45	"
Statutes, distribution of	23	*Not printed.*
Statutes, "	24	"

Title.	No.	Remarks.
Tavern and Shop Licenses, Report	13	*Printed.*
Text Books, publication	39	*Not printed.*
Timber berths under license	46	*Printed.*
Timber Limits sales	44	"
Timber Limits, W. Algoma	59	*Not printed.*
Titles, Master of, Report	50	*Printed.*
Toms, Judge, Order in Council	43	*Not printed.*
Toronto University, Report (*part of*)	4	*Printed.*
" Revenue and Requirements, Report	64	"
Upper Canada College, Report (*part of*)	4	*Printed.*
" Bursar's statements	14	"

LIST OF SESSIONAL PAPERS.

Arranged in Numerical Order, with their titles at full length; the Dates when Ordered and when Presented to the Legislature; the name of the Member who moved for the same, and whether Ordered to be Printed or not.

CONTENTS OF PART I.

No. 1.. Return from the Records of the General Election to the Legislative Assembly in 1890, shewing:—(1) The number of Votes polled for each Candidate in each Electoral District in which there was a contest. (2) The majority whereby each successful Candidate was returned. (3) The total number of Votes polled in each District. (4) The number of Votes remaining unpolled. (5) The number of names on the Voters' List in each District. (6) The population of each District as shewn by the last Census. (7) Similar Statements as to any Elections held since the General Elections. Presented to the Legislature, 12th February, 1891. (*Printed.*)

No. 2.. Detailed Report of the Inspector of Insurance for the year ending 31st Decem- 1889. Presented to the Legislature March 10th, 1891. (*Printed.*)

No. 3.. Report of the Registrar-General, relating to the Registration of Births, Marriages and Deaths for the year 1889. Presented to the Legislature 22nd April, 1891. (*Printed.*)

CONTENTS OF PART II.

No. 4.. Report of the Minister of Education for the year 1890, with the Statistics of 1889, in which is included the Reports upon the Scientific Societies, Toronto University, School of Practical Science and Upper Canada College. Presented to the Legislature 13th March, 1891. (*Printed.*)

No. 5.. Report of the Council of the Agriculture and Arts Association for the year 1890. Presented to the Legislature 10th April, 1891. (*Printed.*)

CONTENTS OF PART III.

No. 6.. Report upon the Lunatic and Idiotic Asylums for the year ending 30th September, 1890. Presented to the Legislature 10th March, 1891. (*Printed.*)

No. 7.. Report upon the Common Gaols, Prisons and Reformatories of the Province, for the year ending 30th September, 1890. Presented to the Legislature 3rd April, 1891. (*Printed.*)

No. 8.. Report upon the Institution for the education of the Deaf and Dumb, Belleville, for the year ending 30th September, 1890. Presented to the Legislature 10th March, 1891. (*Printed.*)

No. 9.. Report upon the Institution for the instruction of the Blind, Brantford, for the year ending 30th September, 1890. Presented to the Legislature 10th March, 1891. (*Printed.*)

No. 10.. Report upon the Hospitals of the Province for the year ending 30th September, 1890. Presented to the Legislature 10th April, 1891. (*Printed.*)

No. 11.. Report upon the Houses of Refuge and Orphan and Magdalen Asylums for the year ending 30th September, 1890. Presented to the Legislature 20th April, 1891. (*Printed.*)

No. 12.. Report of the Fruit Growers Association for the year 1890. Presented to the Legislature 16th March, 1891. (*Printed.*)

No. 13.. Report upon the working of the Tavern and Shop Licenses Acts for the year 1890. Presented to the Legislature 10th March, 1891. (*Printed.*)

CONTENTS OF PART IV.

No. 14.. Statements of the Bursar of Upper Canada College, of cash transactions, for the year ending 30th June, 1890. Presented to the Legislature 16th March, 1891. (*Printed.*)

No. 15.. Report of the Entomological Society of Ontario for the year 1890. Presented to the Legislature 16th March, 1891. (*Printed.*)

No. 16.. Report on Forestry, 1889-90. Presented to the Legislature 24th March, 1891. (*Printed.*)

No. 17.. Report of the Commissioner of Public Works for the year 1890. Presented to the Legislature 11th March, 1891. (*Printed.*)

No. 18.. Report of the Commission appointed to enquire into the Prison and Reformatory system of the Province. Presented to the Legislature 30th April, 1891. (*Printed.*)

CONTENTS OF PART V.

No. 19.. Public Accounts of the Province for the year 1890. Presented to the Legislature 16th March, 1891. (*Printed.*)

No. 20.. Estimates for the service of the Province until the Estimates for the year are finally passed. Presented to the Legislature 12th February, 1891. (*Not printed.*) Estimates for the year 1891. Presented to the Legislature 23rd March, 1891. (*Printed.*) Estimates for the service of the Province until the Estimates for the year are finally passed. Presented to the Legislature 31st March, 1891. (*Not printed.*) Supplementary Estimates for the year 1891. Presented to the Legislature 1st May, 1891. (*Printed.*)

No. 21.. Report of the Canadian Institute, 1890-91. Presented to the Legislature 3rd April, 1891. (*Printed.*)

No. 22.. Copy of an Order of His Honour the Lieutenant-Governor in Council respecting the payment of Surrogate Court Fees to His Honour Judge Davis under the provisions of 52 Vic., Cap. 10, Sec. 5. Presented to the Legislature 10th March, 1891. (*Not printed.*)

No. 23.. Return from the Queen's Printer as to the disposal of the Sessional Statutes. Presented to the Legislature 10th March, 1891. (*Not printed.*)

No. 24.. Statement from the Queen's Printer as to the disposal of the Revised Statutes. Presented to the Legislature 10th March, 1891. (*Not printed.*)

No. 25.. Copy of an Order in Council respecting the payment of Surrogate Court fees to His Honour Judge Muir, under the provisions of 52 Vic., Cap. 10, Sec. 5. Presented to the Legislature 11th March, 1891. (*Not printed.*)

No. 26.. Copy of an Order in Council approving of an agreement with the Rose Publishing Company for the publication of a High School French Reader. Presented to the Legislature 11th March, 1891. (*Not printed.*)

No. 27.. Copy of an Order in Council raising the High School of Morrisburg to the standing of a Collegiate Institute. Presented to the Legislature 11th March, 1891. (*Not printed.*)

No. 28.. Copy of an Order in Council raising the High School at Aylmer to the standing of a Collegiate Institute. Presented to the Legislature 11th March, 1891. (*Not printed.*)

No. 29.. Copy of an Order in Council approving of a By-law of the County of Simcoe, establishing a High School at the Town of Gravenhurst. Presented to the Legislature 11th March, 1891. (*Not printed.*)

No. 30.. Copy of an Order in Council conveying to Thomas Maitland Grover, certain land in the Village of Norwood in exchange for other lands conveyed by him to the Board of Education of Norwood. Presented to the Legislature 11th March, 1891. (*Not printed.*)

No. 31.. Copy of an Order in Council conveying to the North American Land Company, Limited, certain lands at one time vested in the Toronto Collegiate Institute Board in trust, but surrendered to Her Majesty. Presented to the Legislature 11th March, 1891. (*Not printed.*)

No. 32.. Copy of an order in Council approving of an agreement with the J. E. Bryant Company, Limited, for the publication of an agricultural text-book. Presented to the Legislature 11th March, 1891. (*Not printed.*)

No. 33.. Report on Compulsory Education in Canada, Great Britain, Germany and the United States. Presented to the Legislature 20th March, 1891. (*Printed.*)

CONTENTS OF PART VI.

No. 34.. Report of the Commissioner of Crown Lands for the year 1890. Presented to the Legislature 1st April, 1891. (*Printed.*)

No. 35.. Report of the Department of Immigration for the year 1890. Presented to the Legislature 16th April, 1891. (*Printed.*)

No. 36.. Report of the Dairymen's Association for the year 1890. Presented to the Legislature 2nd May, 1891. (*Printed.*)

No. 37.. Report of the Ontario Agricultural and Experimental Union for the year 1890 Presented to the Legislature 22nd April, 1891. (*Printed as part of Agricultural College Report.*)

No 38.. Report of the Inspector of Division Courts for the year 1890. Presented to Legislature 20th March, 1891. (*Printed.*)

No. 39.. Return to an Order of the House of the nineteenth day of March, 1890, shewing copies of all correspondence on the subject of preparing or publishing school text books, with a statement of all sums paid in connection with the preparation or publication of school text books subsequent to that already brought down, with the award of the arbitrators thereon. Presented to the Legislature 20th March, 1891. Mr. *Preston.* (*Not printed.*)

No. 40.. Report of the Ontario Agricultural College and Experimental Farm for the year 1890. Presented to the Legislature 22nd April, 1891. (*Printed.*)

CONTENTS OF PART VII.

No. 41. Analysis of Reports of County and Township Agricultural and Horticultural Societies in Ontario for the year 1889. Presented to the Legislature 6th April, 1891. (*Not printed.*)

No. 42.. Report of the Inspector of the Elgin House of Industry and Refuge for the year ending 31st October, 1891. Presented to the Legislature 24th March, 1891. (*Not printed.*)

No. 43.. Copy of an Order in Council respecting the commutation of fees payable under the Surrogate Courts Act to His Honour, Judge Toms, Judge of the County Court of the County of Huron. Presented to the Legislature 31st March, 1891. (*Not printed.*)

No. 44.. Statement of Sales of Timber Limits held 1st October, 1890. Presented to the Legislature 2nd April, 1891. (*Printed.*)

No. 45.. Return to an Order of the House of the seventeenth day of February, 1890, shewing the number of stationary steam engines and boilers in each of the municipalities of the Province, and for what purpose used. Presented to the Legislature 7th April, 1891. Mr. *Phelps.* (*Printed.*)

No. 46.. Return to an Order of the House of the twenty-eighth day of February, 1890, shewing, so far as the records of the Department of Crown Lands will enable the information to be given, the number, area and location of each timber berth or other territory now under license, the date when such berth or territory was first placed under license, and the name of the original licensee and of the person in whose name such license stood on the first day of January last. Also, shewing the bonus *per* square mile received for each such limit, and a rough map or plan shewing the area now under license. Presented to the Legislature 8th April, 1891. Mr. *Meredith.* (*Printed.*)

No. 47.. Copy of a Minute of the Department of Education dated 25th March, 1891, approving of certain rules with respect to the Salaries of Teachers in the Provincial Normal and Model Schools. Presented to the Legislature 13th April, 1891. (*Printed.*)

No. 48.. Return to an Address to His Honour the Lieutenant-Governor, of the twentieth day of March, 1891, praying that he will cause to be laid before the House a Return of copies of all correspondence, except that already brought down, between any member or officer of the Government of Ontario, and any member or officer of the Government of the Province of Quebec, with reference to the matters in dispute between the Province of Ontario and the Province of Quebec, or any of such matters, of all

memoranda or documents shewing the propositions made for the settlement of the said matters or any of them. Presented to the Legislature 14th April, 1891. Mr. *H. E. Clarke* (*Toronto.*) (*Printed.*)

No. 49.. Copy of an Order in Council respecting the commutation of fees of His Honour Judge Mosgrove, Junior Judge of the County Court of the County of Carleton, under the provisions of 52 Vic., Cap. 10, Sec. 5. Presented to the Legislature 15th April, 1891. (*Not printed.*)

No. 50.. Report of the Master of Titles for the year 1890. Presented to the Legislature 20th April, 1891. (*Printed.*)

No. 51.. Report of the Commissioners for the Queen Victoria Niagara Falls Park. Presented to the Legislature 28th April, 1891. (*Printed.*)

No. 52.. Report of the Provincial Board of Health for the year 1890. Presented to the Legislature 28th April, 1891. (*Printed.*)

No. 53.. Report of the Secretary and Registrar of the Province for the year 1890. Presented to the Legislature 29th April, 1891. (*Printed.*)

No. 54.. Return to an Order of the House of the thirteenth day of April 1891, for a copy of the Proclamation of the Returning Officer for the Electoral District of Parry Sound appointed to hold the last election of a member to represent the said Electoral District in this House, for holding the Election and fixing the places at which Polls were to be opened for taking the votes of the Electors thereat. A list of the places, if any, not named in the said Proclamation at which Polls were opened. A statement of the number of votes cast at any polling place not mentioned in the said Proclamation, shewing the number of votes cast for each candidate. Copies of the notices, if any, of the opening and holding of such last mentioned Polls, published by the Returning Officer, and a statement of the date and manner of the publication thereof. Presented to the Legislature 29th April, 1891. Mr. *Marter.* (*Not printed.*)

No. 55.. Return to an Address to His Honour the Lieutenant-Governor of the seventeenth day of April, 1891, praying that he will cause to be laid before this House a Return shewing what proceedings have been taken by the Government in investigating the business carried on by the Lion Provident and Life Association, with copies of any Reports or Orders in Council connected therewith. Presented to the Legislature 30th April, 1891. Mr. *Bishop.* (*Not printed.*)

No. 56.. Return to an Order of the House of the twenty-sixth day of February, 1890, for copies of the lease granted to the Keewatin Lumber Company or John R. Mather, of certain lands and islands in or near the Lake of the Woods, in the District of Algoma, and of all other leases granted of lands or islands in the said district prior to the year 1878. Also, shewing the revenue, if any, derived from the lands or islands so leased, or the timber cut therefrom in each year since such leases were made, shewing from whom received and on what account, in so far as the same are shewn in Department of Crown Lands. Also, a copy of the judgment pronounced in the High Court of Justice as to the rights of the said lessees under the said leases. Also, shewing the area of lands so placed under lease. Also, a list of all claims made for locations or mining rights in the territory covered by the said leases, and of the decisions of the Commissioner of Crown Lands thereon. And copies of all correspondence with reference

to the surrender by the lessees, or any of them, of the rights claimed under such leases, or any of such rights. Presented to the Legislature 1st May, 1891. Mr. *Meredith.* (*Not printed.*)

No. 57.. Statement of the Returns forwarded to the office of the Provincial Secretary of all the fees and emoluments received by the Registrars of Ontario for the year 1890, made in accordance with the provisions of R.S.O., 1887, Cap. 114, Sec. 100, with which are contrasted, receipts of the same nature in the years 1888 and 1889. (*Sessional Papers No. 57.*) Presented to the Legislature 1st May, 1891. (*Printed.*)

No. 58.. Report of the Inspector of Legal offices for the year 1890. Presented to the Legislature 1st May, 1891. (*Printed.*)

No. 59.. Return to an Order of the House of the twelfth day of March, 1890, shewing the lots, townships or other area, in the Electoral District of West Algoma, the timber of which has been sold. The dates when the same was sold; the names of the purchasers, and the prices paid. Shewing, also, what timber berths or other territory in the said district have been placed under license, or in respect of which permits to cut timber have been granted under the authority of the Province; the date when first placed under license, or permits first granted; the names of the original licensee or holder of the permit; the name of the present licensee or holder of the permit and the bonus *per* square mile received for each such berth or other territory. Presented to the Legislature 2nd May, 1891. Mr. *Meredith.* (*Not printed.*)

No. 60.. Report of the Inspector of Factories for the year 1890. Presented to the Legislature 2nd May, 1891. (*Printed.*)

No. 61.. Return to an Order of the House of the 29th day of April, 1891, shewing: 1. Total sales effected of Grammar School Lands in the Township of Proton, together with payments made on same from March 6th, 1861, to July 1st, 1867. 2. A statement of what yearly payments have been received from sales of Grammar School Lands in the Township of Proton since July 1st, 1867, and what payments were made by the Government to the Township of Proton as result of the same. Presented to the Legislature 2nd May, 1891. Mr. *McKechnie.* (*Printed.*)

No. 62.. Return to an Order of the House of the 29th day of April, 1891, for copies of any and all resolutions of the Council of the Township of Proton relative to Grammar School Lands situated in that Township, or correspondence of the Council regarding same. Also, copies of all petitions or memorials from ratepayers of the Township of Proton which turn to shew or prove that when they purchased Grammar School Lands from the Government it was with the distinct or implied understanding that one-fourth of the purchase money was to be returned to them, as a fund for public improvements within the Municipality. Also, any and all further correspondence regarding same not already brought down, Also, any correspondence with the late Crown Land Agent at Durham, in connection with the sale of said lands which would tend to prove or allege that a fourth of the purchase money was to be returned to the Municipality to form a fund for public improvements in the Township. Also, any other papers on the subject which have not been already brought down. Also, an account of the sums paid to other townships in respect of Grammar School Lands therein Presented to the Legislature 2nd May, 1891. Mr. *McKechnie.* (*Printed.*)

No. 63.. Return to an Order of the House of the 29th day of April, 1891, shewing the total collections from Confederation to the 31st day of December, 1890, on Common School Lands, together with the percentage paid to the municipalities on account of the Land Improvement Fund. Presented to the Legislature 2nd May, 1891. Mr. *Gibson* (*Huron.*) (*Printed.*)

No. 64.. Return to an Order of the House of the 29th day of April, 1891, containing the report of a Committee appointed by the Senate of the University of Toronto on the 10th day of January, 1891, and by the Board of Trustees of the same Institution on the 13th day of January, 1891, to report upon the present and prospective revenue and the most urgent pecuniary requirements of the University and of University College and as to the time, mode and order in which these requirements should be dealt with. Presented to the Legislature 2nd May, 1891. Mr. *Balfour.* (*Printed.*)

No. 65.. Return to an Order of the House of the 29th day of April, 1891, for copies of the judgments of Chief Justice Galt quashing the local option liquor by-laws adopted by the municipalities of Oakland, South Norwich and London West, under the authority of Section 18, of Cap. 56, of the Statutes of Ontario, 1890. Presented to the Legislature 2nd May, 1891. Mr. *Allan.* (*Printed.*)

CONTENTS OF PART VIII.

No. 66.. Report of the Bee-keepers Association for the year 1890. Presented to the Legislature 2nd May, 1891. (*Printed.*)

No. 67.. Report of the Bureau of Industries for the year 1890. Presented to the Legislature 2nd May, 1891. (*Printed.*)

No. 68.. Report of the Inspector of Mines, 1890. Presented to the Legislature 2nd May, 1891. (*Printed.*)

REPORT

OF THE

MINISTER OF EDUCATION

HARBORD STREET COLLEGIATE INSTITUTE, TORONTO. [Messrs. Knox & Elliott, Architects.]

REPORT

OF THE

MINISTER OF EDUCATION

(ONTARIO)

FOR THE YEAR 1890.

WITH THE STATISTICS OF 1889.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

TORONTO:
PRINTED BY WARWICK & SONS, 68 AND 70 FRONT STREET WEST,
1891.

TABLE OF CONTENTS.

GENERAL REPORT OF THE MINISTER, 1890.

Report of the Minister of Education for the year 1890 with the Statistics of 1889.

I.—Public Schools.

	Page.
1. School Population, Attendance	xiii.
2. Classification of Pupils	xv.
3. Teachers' Certificates, Salaries	xvi.
4. Schools and School Houses, Maps, etc	xviii.
5. Receipts and Expenditure	xix.
II.—Roman Catholic Separate Schools	xx.

III.—High Schools (*including Collegiate Institutes*).

1 Receipts, Expenditure, Attendance, etc	xxi.
2. Classification, etc	xxii.
3. Entrance Examinations	xxiii.
IV.—General Statistical Abstract	xxiv.

V.—Professional Training of Teachers.

1. *County Model Schools*	xxiv.
2. *Normal and Provincial Model Schools*	xxv.
3. *Training Institutes*	xxv.
VI.—Departmental Examinations	xxvi.
VII.—Teachers' Institutes	xxvii.
VIII.—Technical Education, Mechanics' Institutes, Free Libraries, Art Schools, Scientific Societies	xxviii.
IX.—Arbor Day	xxxi.

APPENDICES.

Appendix A.—*Statistical Tables, 1889.*

1. *Public Schools.*

I.—Table A.—School Population, Total and Average Attendance, etc	4
II.—Table B.—Reading Classes—Pupils in the different branches of instruction	10
III.—Table C.—Public School Teachers, Salaries, etc	18
IV.—Table D.—Public School Houses, Prayers, Maps, etc	20
V.—Table E.—Receipts and Expenditure—Cost per Pupil	22

2. *Roman Catholic Separate Schools.*

VI.—Table F.—General Statistics	28

APPENDIX A.—*Continued.* PAGE.

3. *Collegiate Institutes and High Schools.*

VII.—TABLE G.—Receipts and Expenditure, Attendance, Cost per pupil, etc..... 36
VIII.—TABLE H.—Pupils in the different branches of instruction..... 42
IX.—TABLE I.—Miscellaneous, School Houses, etc..... 48

4. *Protestant Separate Schools.*

X.—TABLE K.—Protestant Separate Schools 54

5. *General Statistical Abstract.*

XI.—TABLE L.—General Statistical Abstract..... 56

APPENDIX B.—*Proceedings for the year 1890.*

1. Orders in Council 58
2. Minutes of Department..... 58
3. Circulars from the Minister..... 61
Apportionment of Legislative Grant, ... 73

APPENDIX C.—*Provincial Normal and Model Schools, 1890.*

1. Toronto Normal School..... 123
2. Ottawa Normal School 123
3. Toronto Model School 124
4. Ottawa Model School..... 124

APPENDIX D.—*County Model Schools, 1890.*

1. Report of J. J. Tilley, Esq., Inspector 125
2. Statistics of County Model Schools.. 132

APPENDIX E.—*Teachers' Institutes, 1889-90.*

1. Ontario Teachers' Association—Report, 1890 134
2. Financial Statement, 1889 140

APPENDIX F.—*Departmental Examinations, 1890.*

Admission of Candidates to Collegiate Institutes and High Schools..... 142

APPENDIX G.—*Certificates, 1890.*

1. Names of persons who have received Inspectors' Certificates 147
2. do do Examiners' Certificates 147
3. do do High School Masters' Certificates..... 147
4. do do qualified as High School Assistants..... 147
5. Number of Public School Teachers' Certificates 148
6. List of Provincial Certificates granted by the Department 149
7. Kindergarten Certificates..... 152
8. Summer Class Certificates 152
9. Temporary and Extended Certificates issued during 1890..... 153

APPENDIX H.—*Superannuated Teachers, 1890.*

(1) Allowances granted during 1890 154
(2) Summary for years 1879 to 1890 154
(3) Teachers who withdrew their subscriptions from the Fund during 1890 .. 155

APPENDIX I.—*Inspection of Schools, 1890.* PAGE.

1. *Public School Inspection.*

(1) List of Inspectors. 156
(2) Extracts from Reports of Inspectors 158
Special Report on French Schools in Prescott and Russell, by Donald McDiarmid, Esq., M.D. 186

2. *Roman Catholic Separate School Inspection.*

(1) Report of J. F. White, Esq., Inspector, Western Division 213
(2) Report of C. Donovan, Esq., M.A., Inspector, Eastern Division 215

3. *Indian School Inspection.*

Extracts from Reports of Inspectors 219

4. *Special Report of the Head Mistresses of the Toronto and Ottawa Model Schools on Practice and Observation Schools in connection with Normal Schools in the States of New York and Massachusetts* 238

APPENDIX K.—*Technical Education—Mechanics' Institutes, Free Libraries, Art Schools, and Scientific Institutions, 1889-90.*

Report of S. P. May, Esq., M.D., C.L.H., Superintendent 253
I. *Mechanics' Institutes* 253
II. *Free Libraries* 296
III. *Art Schools and Provincial Drawing Examinations* 302
1. Report of the Brockville Art School 314
2. Report of the Hamilton Art School 315
3. Report of the Kingston Art School 317
4. Report of the London Art School 318
5. Report of the Ottawa Art School 319
6. Parkdale Art School 321
7. Report of the Ontario Society of Artists 322

IV. *Scientific Institutions.*

1. Report of the Canadian Institute, Toronto 325
2. Report of L'Institut Canadien-Français de la Cité d'Ottawa 339
3. Report of the Ottawa Literary and Scientific Society 341
4. Report of the Athenæum and St. Patrick's Literary Association of Ottawa 347
5. Report of the Hamilton Association 349

APPENDIX L.—*University of Toronto, University College, School of Practical Science, Upper Canada College, 1889-90.*

1. Annual Report of the University of Toronto 354
2. do do Councils of the University of Toronto and University College 355
3. do do School of Practical Science, Toronto 363
4. Upper Canada College, Toronto 369

APPENDIX M.—*Miscellaneous, 1889-90.* PAGE.

1. List of Head Masters and Assistants of Collegiate Institutes and High Schools, December, 1890 373
2. Names of Persons who have received High School Head Masters' Certificates since 1875 387
3. Names of Persons who have received Public School Inspectors' Certificates since 1871 391
4. Syllabus of Course of Study for Kindergarten Assistants 395
5. Special Report on Schools of Observation and Science by J. A. McLellan, Esq., LL.D 410

GENERAL REPORT, 1890.

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1890,

WITH THE STATISTICS OF 1889.

To the Honorable Sir Alexander Campbell, K.C.M.G.,

Lieutenant-Governor of the Province of Ontario:

May it Please Your Honor

I herewith present the Report of the Education Department for the year 1890, together with the statistics for the year 1889. The several comparative statements submitted will, I trust, be found worthy of perusal.

I.—PUBLIC SCHOOLS.

1.—School Population—Attendance.

School Population.

The school population of the Province, as ascertained through the assessors for the last thirteen years, is as follows :——

Year	School Age.	School population.	Pupils registered under 5.	Pupils registered 5 to 21.	Pupils registered over 21.	Total number of Pupils registered.	Boys.	Girls.
1877.....	5—16	494804	1430	488553	877	490860	261070	229790
1878.....	5—16	492360	1358	486802	855	489015	260400	228615
1879.....	5—16	494424	1255	485040	717	487012	259056	227956
1880.....	5—16	489924	1221	481154	670	483045	255677	227368
1881.....	5—16	484224	1463	474303	502	476268	251661	224607
1882.....	5—16	483817	1352	469751	409	471512	246966	224546
1883.....	5—16	478791	1165	462887	317	464369	243671	220698
1884.....	5—16	471287	1115	465374	428	466917	244532	222385
1885.....	5—21	583147	847	471235	376	472458	249175	223283
1886.....	5—21	601204	1273	485624	599	487496	257030	230466
1887.....	5—21	611212	1569	491242	401	493212	259083	234129
1888.....	5—21	615353	1771	493137	415	495323	259485	235838
1889.....	5—21	616028	2200	498202	413	500815	263047	237768

The average attendance of rural pupils was 47 per cent. of the registered attendance, while in towns it was 60 per cent. and in cities 64 per cent. The County of Waterloo

Note.—The Minister's Report (for purposes of comparison with previous years in which R. C. Sep. schools were included with public schools) includes R. C. Sep. schools. In the Statistical Tables, A, B, C, D, E, the separate schools are excluded.

furnishes the highest average—57 per cent.—for the rural districts; the town of Pembroke furnishes the highest average—viz., 72 per cent.—for the towns; and the City of Hamilton the highest average—viz., 74 per cent.—for the cities. The other extremes are reached by Haliburton with 33 per cent., Sault Ste. Marie 45, Gravenhurst and Penetanguishene 46 and 44 per cent., Belleville and Brantford 58 per cent. The following counties have increased the percentage of average attendance as compared with 1888: Durham 2 per cent., Essex 1 per cent., Frontenac 5 per cent., Glengarry 1 per cent., Haldimand 1 per cent., Haliburton 1 per cent., Huron 1 per cent., Kent 2 per cent., Lambton 2 per cent., Lanark 1 per cent., Leeds and Grenville 2 per cent., Norfolk 3 per cent., Oxford 2 per cent., Peel 1 per cent., Perth 2 per cent., Prince Edward 1 per cent., Simcoe 2 per cent., Stormont 1 per cent., Victoria 1 per cent., Waterloo 4 per cent., Welland 1 per cent., Wellington 1 per cent., Wentworth 2 per cent., Districts 4 per cent.; 11 counties remain unchanged; 6 have declined. The average for the Province as a whole is 51 per cent., an increase of 1 per cent. on last year. The divisor used to ascertain this average attendance is, in all cases, the *legal* number of teaching days.

Attendance.

The following table shows the attendance for the periods therein named :—

Year.	Attendance less than 20 days.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 to whole year.	Average attendance.	Percentage of average attendance to total number attending school.	Pupils between 7-13 not attending school for 100 days during the year, (up to 1881, 7-12 and 110 days).
1877.....	43675	88581	127331	109697	100676	20900	217184	44	25974 (7-12) 110 days.
1878.....	42096	87634	121042	106550	107977	23716	224588	46	27415 (7-12) 110 "
1879.....	44580	84767	123481	103341	107328	23515	219442	45	27409 (7-12) 110 "
1880.....	44973	85453	121357	101557	105032	24673	220068	45	30195 (7-12) 110 "
1881.....	45881	82796	119477	103144	104009	20961	215264	45	29143 (7-12) 110 "
1882.....	43610	81621	117941	102644	107814	17882	214176	45	87444 (7-13) 100 "
1883.....	41724	78628	115927	103443	108820	15827	215561	46	88432 (7-13) 100 "
1884.....	40761	76124	114974	103997	112539	18522	221861	48	90959 (7-13) 100 "
1885.....	43567	77866	119756	103425	115400	12444	225907	48	91269 (7-13) 100 "
1886.....	43620	76850	117572	106200	128336	14918	239044	49	93375 (7-13) 100 "
1887.....	44374	75788	116477	108974	133279	14320	245152	50	89628 (7-13) 100 "
1888.....	45379	75912	115785	108776	134148	15323	245789	50	87874 (7-13) 100 "
1889.....	44036	75170	111776	107860	142921	19052	253943	51	86515 (7-13) 100 "

Compulsory Attendance.

In previous reports I have called attention to the power conferred by section 209 of the Public Schools Act upon trustees to compel the attendance at school of children between 7 and 13 years of age, for a period of at least 100 days each year. From the foregoing table it is quite evident that these compulsory powers are not exercised. In 1882 the number of absentees between the ages named was 87,444; in 1889 they numbered 86,515. From a more detailed examination of the returns for 1889 it will be seen that 74,946 of these were from counties or rural districts having a gross registered attendance of 351,217. That is to say, 21 per cent. of the rural school population attended school less than 100 days in the year. In towns the absentees numbered 8,640 out of a registered attendance of 56,292 or about 15 per cent; in cities they numbered 929 out of a registered attendance of 60,516 or about five per cent.

2.—Classification of Pupils.

Year.	1st Reader—Parts I. and II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.	Geography.	Music.	Grammar and Composition.	Temperance and Hygiene.
1877	152002	108678	135824	72871	19857	396006	402248	153036	375951	168942	226977	18984
1878	151474	111360	132144	74729	17891	400750	411216	161368	381401	167890	219940	30467
1879	155861	110093	130013	74368	15622	398340	417457	160672	294405	160906	218253	27846
1880	156527	109065	126758	75564	13649	399867	418524	158789	289378	155346	215743	30002
1881	161463	107458	120725	73754	11442	398598	417708	177102	283060	159579	210616	33641
1882	164810	106229	117352	71740	10357	398404	419557	176434	280517	158694	209184	33926
1883	164035	106482	113980	70104	8919	409016	415786	222095	273397	147283	208949	56351
1884	167722	106017	112873	70713	8698	416588	422076	247715	280953	150510	220566	52996
1885	181221	98378	108984	74749	9126	432225	437810	310187	305031	165334	242125	60948
1886	192020	98511	108360	80574	8031	456488	459756	364970	306220	187541	255694	75286
1887	192361	100533	108096	81984	10238	466389	469445	395097	316791	203567	270856	71525
1888	192417	100424	109191	82942	10349	471548	477030	411272	329069	222829	285022	141592
1889	196744	99304	108321	85099	11347	475835	480659	423089	336004	224992	294227	144284

3.—Teachers' Certificates—Salaries.

Teachers' Certificates.—Summary from 1877 to 1889:—

Year.	Public School Teachers.	Males.	Females.	1st Class.	2nd Class.	3rd Class.	Other Certificates, including old County Boards, etc.
1877..	6468	3020	3448	250	1304	3926	988
1878..	6473	3060	3413	210	1409	3904	950
1879..	6596	3153	3443	253	1601	3836	906
1880..	6747	3264	3483	239	1875	3706	927
1881..	6922	3362	3560	258	1970	3828	866
1882..	6857	3062	3795	246	2169	3471	971
1883..	6911	2829	4082	211	2167	3426	1107
1884..	7085	2789	4296	235	2237	3420	1193
1885..	7218	2744	4474	254	2358	3592	1014
1886..	7364	2727	4637	251	2465	3677	971
1887..	7594	2718	4876	252	2553	3865	924
1888..	7796	2824	4972	258	2651	3971	916
1889..	7967	2774	5193	258	2829	4019	861

Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, Province.	Average salary, female teacher, Province.	Average salary, male teacher, Counties.	Average salary, female teacher, Counties.	Average salary, male teacher, Cities.	Average salary, female teacher, Cities.	Average salary, male teacher, Towns.	Average salary, female teacher, Towns.	No. of teachers who attended Normal Schools.
	$	$	$	$	$	$	$	$	$	
1877.....	1100	398	264	379	251	735	307	583	269	1084
1878.....	1200	407	266	382	247	730	313	577	274	1133
1879.....	1000	409	268	383	249	732	316	616	270	1374
1880.....	1000	410	269	382	241	743	324	564	256	1636
1881.....	1100	410	265	384	240	755	330	562	261	1799
1882.....	1100	415	269	385	248	742	331	576	273	1873
1883.....	1200	422	271	394	252	764	362	605	277	1853
1884.....	1200	426	279	404	264	771	364	612	283	1941
1885.....	1200	427	281	405	267	776	359	612	287	2161
1886.	1200	424	290	400	270	794	381	617	288	2343
1887.....	1450	425	292	398	271	832	382	619	289	2434
1888.....	1506	424	292	396	268	860	388	601	290	2531
1889.....	1500	421	296	389	269	870	389	605	296	2799

4.—Schools and School Houses, Maps, etc.

YEAR.	No. of Schools established.	No. of Schools open.	Total No. of School Houses.	Brick.	Stone.	Frame.	Log.	Schools using Maps.	Total No. of Maps.	No. legal teaching days open.
1877.....	5219	5140	5148	1445	526	2446	731	4666	37493	204
1878.....	5041	4990	5066	1569	511	2281	705	4670	38995	206
1879.....	5155	5123	5147	1633	520	2301	693	4744	39987	208
1880	5195	5137	5182	1666	513	2297	706	4752	40104	208
1881.....	5288	5238	5278	1695	521	2372	690	4740	39719	208
1882.....	5255	5203	5227	1774	502	2306	645	4738	39372	206
1883.....	5316	5252	5284	1820	504	2343	617	5119	39812	207
1884.....	5375	5316	5344	1879	511	2323	631	5163	40022	208
1885.....	5443	5395	5401	1954	516	2317	614	5217	40166	208
1886.....	5453	5437	5454	1976	514	2357	607	5278	40663	208
1887.....	5532	5506	5549	2047	525	2386	591	5299	40711	208
1888.....	5590	5569	5626	2086	532	2424	584	5353	44971	208
1889.....	5657	5623	5677	2106	535	2435	601	5396	46320	208

There are now 5,677 school houses in the Province. The log school house is fast disappearing, there being only 601 in 1889, as against 1,466 in 1850. In the same period, brick school houses have increased from 99 to 2,106. 5,558 school houses are freehold and 119 rented. The number of maps now used amounts to 46,320. In 1850 there were only 1,814.

5.—Receipts and Expenditure.

Year.	Receipts.				Expenditure.					
	Legislative Grants.	Municipal School Grants and Assessments.	Clergy Reserves Fund, Balances and other sources.	Total Receipts.	Teachers' salaries.	Maps, apparatus, prizes, etc.	Sites and building school houses.	Rent, repairs, fuel and other expenses.	Total Expenditure.	Average cost per pupil.
	$	$	$	$	$	$	$	$	$	$ c.
1877.....	251962	2422432	730687	3405081	2038099	47539	477393	510458	3073489	6 26
1878	258539	2278040	694986	3231565	2011208	42507	413393	422239	2889347	5 91
1879.....	252566	2307223	654051	3213840	2072823	32622	306026	421614	2833085	5 82
1880.....	263454	2321929	669447	3254830	2113180	25222	249390	434261	2822053	5 85
1881.....	258297	2352556	648385	3259238	2106019	14022	280460	443770	2844271	5 92
1882.....	265738	2447214	757038	3469990	2144449	15583	341918	525025	3026975	6 42
1883.....	265467	2538042	767222	3570731	2210187	20275	312342	565626	3108430	6 69
1884.....	267084	2675621	780433	3723138	2296027	17732	341198	625905	3280862	7 02
1885.....	264419	2680121	868526	3813066	2327050	20230	373405	592015	3312700	7 01
1886.....	265912	2826376	901195	3993483	2385464	32699	414238	625298	3457699	7 09
1887.....	268722	3084352	978283	4331357	2458540	27509	544520	711535	3742104	7 59
1888...	274511	3080995	1100846	4456352	2521537	29382	575973	732473	3859365	7 75
1889.....	276305	3342436	1232320	4851061	2553845	32124	829052	783496	4198517	8 44

Notwithstanding the large expenditure for school sites and buildings, and the large increase to the teaching staff of the country, the cost per pupil has but slightly advanced in thirteen years. The average cost per pupil on the number enrolled in 1889, for counties, was $7.14 ; for cities, $15.35 ; and for towns $9.19, or an average of $8.44 for the Province. In 1877 the average cost was for counties, $6.01 ; for cities, $7.52 ; for towns, $6.51, or an average of $6.26 for the Province. The expenditure under all the headings for 1889 was unusually large, showing the general interest that is taken in the progress of public schools, and the determination of the ratepayers to support them generously. So large an increase as is shown for 1889 has not taken place in 18 years.

II.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools — Expenditure — Teachers.				Number of Pupils—Studies.							
	No. of Schools open.	Total Receipts.	Total Expenditure.	No. of Teachers.	No. of Pupils.	No. in Reading.	No. in Writing.	No. in Arithmetic.	No. in Geography.	No. in Grammar.	No. in Drawing.	No. in Temperance and Hygiene.
		$	$									
1877....	175	120266	114806	334	24952	24952	17932	17961	13154	11174	... .	.....
1878....	176	127549	120559	333	25280	25280	19381	20111	14668	11806	..... .	.....
1879....	191	129092	122831	346	24779	24779	19059	19965	13668	11469	5134	.....
1880....	196	136873	128463	344	25311	25311	21914	20716	14875	11968	6000	.....
1881....	195	137074	123724	374	24819	24819	19726	20473	14636	11909	6814	.....
1882....	193	166739	154340	390	26148	26148	21052	21524	13900	11695	7548	2033
1883....	194	166289	153611	397	26177	26177	22016	22111	14074	12805	10178	2978
1884....	207	190454	176477	427	27463	27463	23139	23705	15108	13637	12220	5082
1885...	218	218096	204531	453	27590	27590	23377	24823	16122	14518	16575	5241
1886....	224	193908	179730	461	29199	29199	26803	26940	17925	17412	20643	7614
1887....	229	229848	211223	491	30373	30373	27824	28501	19608	18678	21818	8578
1888....	238	278114	260003	523	31123	31123	28468	28759	21433	20190	25339	10352
1889....	243	267304	244440	546	32790	32790	29833	30412	22256	18861	24935	8231

From these tables it will be seen that while the number of Separate Schools has advanced from 175 to 243 in thirteen years, the expenditure increased $129,534, and the number of teachers 212 during the same period.

III.—HIGH SCHOOLS.

(Including Collegiate Institutes.)

1.—Receipts, Expenditure, Attendance, Etc.

The following Tables respecting High Schools will be found suggestive :—

Year.	No of Schools open.	No. of Teachers.	Receipts.		Expenditure.			No. of Pupils.	Average attendance.	Percentage of average attendance to total attendance.	Average cost per Pupil.
			Amount of Fees.	Total Receipts.	Paid for Teachers' Salaries.	Paid for Sites and building School Houses, Rents and Repairs.	Total Expenditure.				
			$	$	$	$	$				$ c.
1877.....	104	280	20753	357521	211607	51417	343710	9229	5201	56	37 24
1878.....	104	298	21581	420188	223010	83969	396010	10574	5998	56	37 46
1879.....	104	320	26225	417461	241097	54275	400788	12136	6992	57	33 02
1880.....	104	335	28528	432309	247894	66416	413930	12910	7256	56	32 06
1881.....	104	333	30891	371250	257218	23703	345850	13136	7270	55	26 00
1882	104	332	29270	373150	253864	19361	343720	12348	6580	53	27 56
1883.....	104	347	30067	378888	266317	20012	348946	11843	6454	55	29 47
1884.....	106	358	34288	407978	282776	34013	385426	12737	7302	57	30 26
1885.....	107	365	40032	458941	294078	50865	429762	14250	8207	58	30 16
1886...	109	378	47144	502315	307516	63248	477797	15344	8797	57	31 14
1887.....	112	398	56198	529323	327452	73061	495612	17459	10227	59	28 38
1888.....	115	419	65416	684268	350630	174409	637055	17742	10464	59	35 91
1889.....	120	427	70616.	703042	376878	167735	645338	18642	10798	58	34 61

2.—Classification, Etc.

Year.	English.					Mathematics.				Science.			Languages.			
	English Grammar.	Composition.	Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.	Latin.	Greek.	French.	German.
1877	8819	8772	.....	9106	9158	9227	8678	8113	359	2168	2547	....	4955	871	3091	442
1878	10486	9844	.....	9855	10074	10450	10212	9713	429	2375	2979	....	4729	883	3588	516
1879	12015	11691	.....	11873	11935	12105	11761	11285	660	2464	2871	....	5391	1097	4687	729
1880	12765	12288	.....	12654	12634	12825	12667	12304	622	2519	2991	....	5559	1100	5464	859
1881	13086	13050	.....	12937	12802	13097	13032	12926	593	2431	2855	....	5389	967	5938	877
1882	12275	12189	.....	12220	12106	12261	11742	11148	....	2880	2522	....	4591	815	5363	962
1883	11815	11707	11259	11551	11518	11767	10296	10071	....	4350	2450	1526	4439	903	5318	961
1884	12577	12525	12046	12393	12448	12638	11490	11002	....	4749	3046	1880	4454	927	5119	1089
1885	13942	14022	13497	13912	13885	14017	13633	13166	461	6939	3612	2685	4937	903	5528	1111
1886	15182	15142	14878	15201	15126	15122	14813	14406	754	5019	3807	3937	4954	1029	5379	1172
1887	17086	17171	16649	17010	16962	16939	16904	14839	1017	5265	3411	4640	5409	997	6180	1350
1888	17656	17693	17523	17510	17518	17430	17319	10716	914	6038	3260	5373	6099	1152	6765	1580
1889	18411	18391	18073	18377	18106	18059	18028	11008	701	5868	3024	6036	6645	1198	6753	1709

Year.	Drawing.	Music.	Book-keeping and Commercial Transactions.	Preparing for Senior Matriculation.	Preparing for Junior Matriculation.	Preparing for learned Professions.	Teachers preparing for Examinations.	Left for Mercantile Life.	Left for Agriculture.	Matriculated.	Number of Schools charging fees.
1877	2755	.....	3621	.....	.....	564	.....	555	328	145	35
1878	2881	.....	4011	.....	.....	633	.....	445	417	183	31
1879	2693	.....	4500	.....	.....	693	.....	565	535	248	36
1880	2397	.....	4542	.....	.....	625	.....	731	555	209	36
1881	1595	.....	5005	.....	.....	576	.....	859	598	280	35
1882	3441	.....	5642	.....	.....	751	.....	881	646	272	37
1883	3538	1360	4849	.....	.....	868	.....	768	583	277	37
1884	8126	3428	7407	.....	.....	927	.....	730	571	266	38
1885	12150	3547	11145	58	741	693	5237	856	636	290	43
1886	12956	1917	12150	131	969	723	5777	964	638	327	51
1887	14295	1955	14064	56	832	791	6224	1141	882	305	58
1888	13643	2332	12706	172	1134	889	7776	1133	914	298	64
1889	14386	1505	13116	143	1303	583	7816	1161	950	367	69

For eight years the number of High Schools (including Collegiate Institutes) stood at 104; in 1884 there was an increase of 2, now they number 120. Collegiate Institutes have advanced to 30 in 1889. The most gratifying feature, however, of our High School system, is the large increase in the attendance, the numbers having more than doubled in thirteen years. Having regard to the numbers and standing of the teachers employed now as compared with 1877, it is worthy of note that the cost per pupil, taking expenditure of all kinds into consideration, is much less than it was thirteen years ago. In 1877 the cost per pupil was $37.24; in 1889 it was $34.61 per pupil, or if we make the test the amount paid for teacher's salaries, which is the main item of expense, it will be found that in 1877, the cost per pupil was $22.92, in 1889 it was $20.21 per pupil. The High Schools (including Collegiate Institutes) are classified as follows:—Schools with two masters, 38, Schools with three masters or over, 82, Collegiate Institutes 30. The largest Collegiate Institute is Toronto, (Jarvis St.) with an enrolment of 621; then Hamilton with 602; London with 452; Owen Sound, with 409. There is an average of over 6 teachers in each of the Collegiate Institutes. The average number of pupils to each High School teacher in the Province is 44. The percentage of average to total attendance is 58. From table G it will be seen that fees amounting to $70,616 are charged in 100 High Schools. In 1877, the fees collected amounted to only $20,753 in 35 schools. In 1889, 1,446 pupils were preparing for matriculation, 583 for the learned professions, such as law and medicine, and 7,816 for teachers' examinations. In 1877, only, 3,621 pupils, or 40 per cent. of the whole number studied commercial subjects, such as book-keeping; in 1889 this subject was taken by 13,116, or 70 per cent. of the whole attendance. On the other hand, Latin, in 1877 was studied by 4,955, or by 50 per cent.; in 1889, the number of pupils in Latin was 6,645, or 36 per cent. of the number in attendance. The number studying Greek has diminished from about 10 per cent. of the whole attendance to 6 per cent. In French and German the numbers are relatively the same. There has been a large increase in the number studying Drawing, the total in 1877 being 2,755, and in 1889 14,386. Phonography is taught in 14 schools to 639 pupils, the largest class (89 pupils) being in Hamilton, and the next largest (85) in Toronto. Music is taught in 17 schools, and senior matriculation work to 143 pupils in 40 schools. The total number of pupils who passed a University matriculation examination was 367. Of these, the St. Catharines Collegiate Institute passed the highest number (26), and Toronto the next highest number (21). The highest salary paid a head master was $2,500 (Toronto, Jarvis St., C. I.) The average salary of head masters for the Province was $1,122, of assistant masters $765. Of the masters, 179 were graduates of Toronto University, 46 of Victoria, 30 of Queen's, 11 of Trinity, 1 of Albert, 1 of McGill, 1 of Ottawa, and 4 of British Universities. The whole number of teachers employed was 427.

3.—Entrance Examinations.

In 1877, the first year in which the Department took the Entrance Examinations in charge, the number passed was 3,270; in 1890 it was 9,328. In 1877, only 6,248 wrote for entrance to the High Schools, in 1890 the number had risen to 17,173. The papers for this examination are sent out by the Department. In 1890 320,500 papers were required.

IV. GENERAL STATISTICAL ABSTRACT.

The total number of pupils attending the several classes of schools in 1889, (excluding colleges and private schools) amounts to 520,827, and the grand total sum expended for all educational purposes in 1889, reaches the high figure of $5,145,370. This result is most encouraging, and speaks well for the educational prosperity of the Province.

V.—PROFESSIONAL TRAINING OF TEACHERS.

Examinations in Kindergarten work were held during 1890 at Hamilton, Ottawa and Toronto, and out of the 105 candidates who presented themselves 20 passed for Directors and 35 for Assistants.

1.—*County Model Schools.*

County Model Schools were first established in 1877, and since that time they have been attended by 16,655 teachers.

The statistics of County Model Schools since the date of their establishment are as follows :—

Year.	No. of Schools.	No. of Teachers in training.	No. that passed final examination.	Government Grant.
				$
1877	50	1237	1146	2000
1878	50	1391	1372	8200
1879	51	1295	1259	200
1880	49	1413	1317	10000 (1879-80)
1881	50	668	615	4800
1882	46	8-2	837	9750
1883	48	820	791	7500
1884	51	1117	1017	8100
1885	52	1305	1203	8100
1886	53	1463	1376	8250
1887	55	1491	137	8400
1888	57	1072	1000	8700
1889	58	1208	1140	8700
1890	58	1293	1228	9300

2.—*Normal and Provincial Model Schools.*

The following table exhibits the work done for the last thirteen years:

Year.	Number of Normal School Teachers.	Number of Normal School Students.	Number of Model School and Kindergarten Teachers.	Number of Model School and Kindergarten Pupils.	Receipts from Fees, of Model School and Kindergarten Pupils	Expenditure, Normal and Model Schools.
					$ c.	$ c.
1878	14	226	8	382	7752 00	34032 92
1879	15	429	8	391	7884 00	33719 58
1880	13	483	15	607	9122 90	36694 07
1881	15	418	15	698	11523 00	41808 43
1882	16	260	15	799	13783 50	44888 02
1883	15	338	16	760	13232 00	45540 40
1884	15	351	16	742	12106 75	40810 82
1885	12	405	17	658	11352 50	37975 78
1886	11	439	18	660	11625 50	38487 89
1887	13	441	18	763	13427 00	40188 66
1888	12	445	21	794	14595 00	39493 95
1889	12	442	22	928	16502 00	41494 15
1890	12	411	22	948	17336 00	43232 47

3.—*Training Institutes.*

There are now five Training Institutes in the Province, viz., one at Guelph, Hamilton, Kingston, Owen Sound and Strathroy. The attendance in 1890 was 59; the number who wrote at the final examinations was 125, and the number who passed, 88.

Standing in 1890:—

Name of Institute.	Name of Principal.	Number in attendance at Institute.		Number who wrote at examination.		Number who Passed.				Number of Lessons taught.
						Assistant Masters.		First-Class Professional and Assistant Masters.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
Guelph	William Tytler, B.A	8	3	16	5	8	3	2	2	354
Hamilton	Charles Robertson, M.A	10	10	26	19	11	11	6	5	529
Kingston	A. P. Knight, M.A	5	2	18	6	4	2	7	3	241
Owen Sound	Isaac M. Levan, M.A	10	2	12	2	7	2	2	.....	250
Strathroy	J. E. Wetherell, B.A	8	1	17	4	7	1	2	3	268
	Total	41	18	89	36	37	19	19	13	1642

VI.—DEPARTMENTAL EXAMINATIONS.

The number of candidates examined for 2nd and 3rd Class Certificates for the last eleven years is as follows:—

Year of Examination.	Candidates Examined.	Passed for II. Class.	Passed for III. Class.	Appeals.	Sustained.
1880	3185	737	424	.....	.....
1881	3592	674	464	.....	.....
1882	3090	1181	452	.....	.....
1883	3900	377	1205	.....	.....
1884	5128	1071	860	506	144
1885	4541	733	1150	736	194
1886	5055	764	1312	339	109
1887	5689	988	1442	556	133
1888	5157	557	947	530	206
1889	4645	745	1236	500	147
1890	4900	*959	†1587	386	145

* Now designated—the Junior Leaving Examination.
† " " Primary Examination.

Examination Papers Printed, 1890.

The number of Examination papers issued by the Department in 1890, was:—

Entrance Examinations		320500
County Model Schools		14000
Training Institutes		6400
Primary Examinations	88000	
Class II., Professional	8000	
Junior Leaving Examinations	79000	
Senior Leaving Examinations	48000	
		223000
Total		563900

VII.—TEACHERS' INSTITUTES.

This table presents the work of Teachers' Institutes for thirteen years :—

Year.	Receipts.							Expenditure.	
	No. of Teachers' Institutes.	No. of Members.	Total No. of Teachers in Province.	Amount received from Government Grants.	Amount received from Municipal Grants.	Amount received from Members' Fees.	Total amount received.	Amount paid for Libraries.	Total amount paid.
				$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1877.....	42	1881	6468	1412 50	100 00	299 75	2769 45	.....	1127 63
1878.....	54	3511	6473	3247 38	530 00	689 32	5961 62	1069 76	3764 63
1879.....	60	4185	6596	3516 55	350 00	756 55	7632 24	1687 68	4772 30
1880.....	59	4214	6747	3275 00	225 00	790 20	8028 97	1460 29	4965 85
1881.....	61	4033	6922	2950 00	200 00	1027 04	8570 64	438 62	4377 44
1882.....	62	4395	6857	2900 00	300 00	1088 84	9394 28	453 02	5355 33
1883	62	4821	6911	4025 00	435 00	792 83	10372 91	1274 32	5870 79
1884.....	64	5189	7085	2027 00	510 00	676 05	9423 47	1500 09	4875 43
1885	64	5666	7218	180 00	900 00	885 31	9252 65	1636 21	4587 87
1886	66	5974	7364	1820 00	1995 50	916 54	10036 52	1520 64	4657 76
1887.....	66	6718	7594	1800 00	1879 45	730 66	10405 95	1234 08	4975 50
1888.....	66	6882	7796	1890 00	1850 10	778 96	10765 39	1690 38	5732 66
1889.....	67	7132	7967	2665 00	1650 00	816 13	11396 89	1064 96	6227 03

VIII.—TECHNICAL EDUCATION, MECHANICS' INSTITUTES, FREE LIBRARIES, ART SCHOOLS, SCIENTIFIC SOCIETIES.

In my First Annual Report (1883), I made special reference to the importance of technical education in its relation to the development of our national products and manufacturing interests, pointing out that the want of our country is skilled labor, and that if we educate our mechanics we shall not only diminish importation but increase our exportation of manufactured goods. In order to provide this practical instruction for adults, I prepared new regulations respecting the management of Mechanics' Institutes, Free Libraries and Art Schools, and the following abstracts show the rapid advancement made by these institutions during the past seven years.

ABSTRACT SHOWING THE PROGRESS OF MECHANICS' INSTITUTES AND FREE LIBRARIES FROM 1883 TO 1890 INCLUSIVE.

I.—Mechanics' Institutes.

YEAR.	Institutes Reporting.	Number of Members.	Number of Evening Classes.	Number of Pupils.	Number of Reading Rooms.	Number of Newspapers and Periodicals.	Number of Volumes in Libraries.	Number of Volumes issued.	Total Receipts.	Total Assets.
									$ c.	$ c.
1883.....	92	12956	27	1711	58	1512	150311	241075	58556 11	251815 93
1884.....	102	12949	29	1486	62	1449	187228	275964	33091 31	222699 00
1885.....	116	13435	49	1490	62	1557	179572	367965	62877 05	242020 00
1886.....	125	13701	59	2006	73	1743	206166	296830	61288 90	259891 26
1887.....	139	16094	40	1235	84	1940	266443	330813	57772 95	258563 00
1888...	159	18176	49	1565	96	2269	230517	336895	62473 38	276000 50
1889.....	179	19936	47	1196	111	2545	252832	376194	69298 15	291520 98
1890.....	193	21468	54	1395	119	2814	279617	426125	74827 85	315172 70

II.—Free Libraries.

YEAR.	Free Libraries Reporting.	Number of Readers.	Number of Reading Rooms.	Number of Newspapers and Periodicals.	Number of Volumes in Libraries.	Number of Volumes issued.	Total Receipts.	Total Assets.
							$ c.	$ c.
1883.....	1	716	1	28	3782	10845	1160 30	3375 00
1884.....	6	1623	6	92	8542	28852	59765 02	109293 17
1885	6	3346	6	524	51345	261006	55441 64	106680 36
1886.....	6	15791	6	618	58628	382266	31847 67	109207 58
1887.....	6	17906	6	641	63219	377125	51556 46	109040 00
1888.....	8	13840	8	741	80531	407571	41370 30	127573 25
1889.....	8	28883	8	880	86393	444507	43183 73	142595 00
1890.....	9	36243	9	1033	103385	505040	102115 27	223172 10

During the past seven years (1884 to 1890 inclusive), the Mechanics' Institutes and Free Libraries have issued 4,817,153 volumes of books, and their total receipts amounted to $806,909.68.

The following is a comparative statement marking the increase in Mechanics' Institutes and Free Libraries from 1883 to 1890.

——	1883.	1890.
Number of Mechanics' Institutes and Free Libraries reported	93	202
Number of members and readers	13672	57711
Number of evening classes	28	59
Number of reading rooms	59	128
Number of newspapers and periodicals	1540	3847
Number of volumes in libraries	154093	383002
Number of volumes issued	251920	784657
Total receipts	$59716	$176943
Total assets	$255190	$538344

Having been informed that Directors of Mechanics' Institutes and others desirous of establishing Evening Classes found a difficulty in obtaining qualified teachers, I issued a circular in 1884 to the Head Masters of High Schools, Principals of Model Schools, and Teachers of Public Schools, informing them that *Free Drawing classes* would be conducted during the summer holidays at the Education Department. The success of these summer classes may be judged from the following list of certificates awarded.

CERTIFICATES AWARDED TO TEACHERS.—PRIMARY DRAWING COURSE.

YEAR.	Freehand Drawing.	Practical Geometry.	Linear Perspective.	Model Drawing.	Blackboard Drawing.	Full Teachers Certificates.
1884	83	103	85	75	78	66

In the following year, 1885, the summer classes for teachers, were continued with the following results :—

CERTIFICATES AWARDED TO TEACHERS—PRIMARY DRAWING COURSE.

YEAR.	Freehand Drawing.	Practical Geometry.	Linear Drawing.	Model Drawing.	Blackboard Drawing.	Full Teachers' Certificates.
1885	32	48	40	23	29	79

CERTIFICATES AWARDED TO TEACHERS—ADVANCED DRAWING COURSE.

YEAR.	Shading from Flat.	Shading from Round.	Outline from Round.	Drawing from Flowers.	Advanced Geometry.	Drawing from Dictation.	Full Teachers' Certificates.
1885	14	11	1	9	4	28	2

CERTIFICATES AWARDED TO TEACHERS—MECHANICAL COURSE.

YEAR.	Advanced Perspective.	Industrial Drawing.	Machine Drawing.
1885	14	17	16

ABSTRACT OF THE NUMBER OF CERTIFICATES AWARDED FOR DRAWING, ETC., TO ART SCHOOLS, MECHANICS' INSTITUTES, ETC., FROM 1883 TO 1890 (NOT INCLUDING CERTIFICATES AWARDED AT SUMMER CLASSES).

YEAR.	Number of Art Schools, Mechanics' Institutes, etc.	PRIMARY COURSE.		ADVANCED COURSE.		MECHANICAL COURSE.		EXTRA SUBJECTS.	DEPARTMENTAL MEDALS, ETC.			
		Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.	Painting, Modelling, Wood-carving, Lithography.	Gold Medals.	Silver Medals.	Bronze Medals.	Special Certificates.
1883	1	124	.....	31	.....	1	.....	.....	....	....	.....	.....
1884	4	145	.....	32	.....	3	.....	.....	....	.....	.....	.....
1885	44	1360	43	52	2	42	4	30	1	1	3	2
1886	81	2608	77	129	3	77	3	37	1	1	3	1
1887	60	2944	103	187	14	49	2	60	1	1	2	1
1888	57	2979	133	151	9	50	2	108	1	1	4	1
1889	62	3285	181	208	14	79	3	81	1	4	8	3
1890	69	3423	130	233	11	59	2	89	1	6	8	11

The total number of Certificates awarded during the past Seven Years (1884 to 1890), including Summer Classes for Teachers, is as follows:

Primary Course.		Advanced Course.		Mechanical Course.		Extra Subjects	Departmental Medals, etc.			
Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.	Painting, Modelling, Wood-carving, Lithography, etc.	Gold Medals.	Silver Medals.	Bronze Medals.	Special Certificates.
17502	818	1082	59	406	17	405	6	14	28	8

IX.—ARBOR DAY.

The efforts made by the Department to secure the planting of shade trees and the cultivation of flowers in the school grounds, were heartily supported by teachers and trustees. Arbor Day has now become one of the most interesting and profitable holidays of the year. In 1885, 38,940; in 1886, 34,087; in 1887, 28,057; in 1888, 25,714; and in 1889, 21,281 trees were planted. In a very few years every rural school in the Province will have its pleasant shady bower where the pupils can find shelter from the scorching sun during the summer months, and where their taste for the beautiful in nature will find some gratification.

I have the honor to be,
Your Honor's obedient servant,

Education Department, Toronto,
January, 1891.

G. W. ROSS,
Minister of Education.

BOWMANVILLE HIGH SCHOOL.

APPENDICES.

APPENDIX A.

STATISTICAL TABLES.

I—TABLE A.—The Public

COUNTIES. (Including incorporated Villages but not Cities or Towns).	School population between 5 and 21 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending school.	Boys.	Girls.
1 Brant	4942	7	4130	6	4143	2226	1917
2 Bruce	18480	66	15741	21	15828	8539	7289
3 Carleton	8338	32	8173	5	8210	4330	3880
4 Dufferin	6598	56	5800	6	5862	3112	2750
5 Dundas	6324	42	5337	2	5381	2797	2584
6 Durham	8171	18	6397	7	6422	3441	2981
7 Elgin	8698	31	7430	7	7468	3908	3560
8 Essex	12637	23	9919	8	9950	5400	4550
9 Frontenac	7440	35	6299	7	6341	3355	2986
10 Glengarry	5263	20	4514	1	4535	2455	2080
11 Grey	19708	93	16410	17	16520	8825	7695
12 Haldimand	7710	35	5698	2	5735	3083	2652
13 Haliburton	2217	22	1636	3	1661	859	802
14 Halton	6001	6	4581	12	4599	2492	2107
15 Hastings	12086	63	9544	8	9615	5127	4488
16 Huron	18600	50	14929	18	14997	8003	6994
17 Kent	11841	34	9789	9	9832	5186	4646
18 Lambton	13357	48	11426	10	11484	6019	5465
19 Lanark	8573	34	6457	5	6496	3360	3136
20 Leeds and Grenville	14491	71	12703	17	12791	6799	5992
21 Lennox and Addington	5928	43	5245	4	5292	2824	2468
22 Lincoln	5837	23	4417	2	4442	2427	2015
23 Middlesex	16898	21	13802	9	13832	7405	6427
24 Norfolk	9119	59	7481	3	7543	4010	3533
25 Northumberland	9568	21	7660	7	7688	4151	3537
26 Ontario	10904	27	9723	10	9760	5206	4554
27 Oxford	10014	7	8678	13	8698	4621	4077
28 Peel	6996	19	5806	2	5827	3086	2741
29 Perth	10008	30	8540	5	8575	4635	3940
30 Peterborough	7284	25	5764	3	5792	3004	2788
31 Prescott and Russell	12133	76	8671	8	8755	4524	4231
32 Prince Edward	4193	12	3880	7	3899	2044	1855
33 Renfrew	13261	59	8277	12	8348	4286	4062
34 Simcoe and Muskoka	21001	70	17992	14	18076	9754	8322
35 Stormont	5500	20	4393	4	4417	2351	2066
36 Victoria	10675	47	9747	5	9799	5658	4141
37 Waterloo	10887	16	7754	12	7782	4232	3550
38 Welland	7257	30	5503	3	5536	2957	2579
39 Wellington	15743	28	11015	9	11052	5918	5134
40 Wentworth	8166	17	6222	3	6242	3346	2896
41 York	16402	50	12825	16	12891	6871	6020
42 Districts	11057	77	9013	11	9101	4815	4286
Total	430306	1563	349321	333	351217	187441	163776
CITIES.							
1 Belleville	3177	.....	1771	.....	1771	934	837
2 Brantford	4389	21	2547	.....	2568	1319	1249
3 Guelph	3223	.....	1971	.....	1971	964	1007
4 Hamilton	13881	10	8258	4	8272	4196	4076
5 Kingston	5515	1	2674	.....	2675	1280	1395
6 London	7596	.....	5316	.....	5316	2760	2556
7 Ottawa	11014	1	3886	1	3888	1975	1913
8 St. Catharines	3340	.....	1664	4	1668	871	797
9 St. Thomas	2866	.....	2280	.....	2280	1143	1137
10 Stratford	3032	3	1817	.....	1820	971	849
11 Toronto	41995	467	27818	2	28287	14222	14065
Total	100028	503	60002	11	60516	30635	29881

Schools of Ontario.

THE PUBLIC SCHOOLS.

	Number of Days in Attendance.									
	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	Number of children between 7 and 13 years of age not attending any school during the year.	Number of children between 7 and 13 years of age not attending any school for 100 days during the year.	Average attendance of Pupils.	Percentage of average attendance to total number attending school.
1	301	568	1078	913	1072	211	11	554	2065	50
2	1443	2346	3522	3468	4384	655	113	3116	7689	48
3	970	1522	2069	1731	1608	310	136	2304	3460	43
4	788	1140	1390	1306	941	297	153	1574	2228	38
5	592	887	1091	1137	1428	246	106	1051	2591	48
6	596	1054	1583	1423	1518	248	277	1560	2986	47
7	740	1242	1629	1777	1948	132	35	1679	3377	45
8	1015	1581	2469	2307	2316	262	279	2298	4667	47
9	895	1333	1711	1328	907	167	108	1769	2496	40
10	586	859	1170	933	889	98	94	1500	1916	42
11	2065	3146	4046	3596	3218	449	165	4352	6815	41
12	476	782	1165	1281	1662	369	72	998	3054	53
13	284	405	473	324	140	35	39	703	554	35
14	343	738	991	1020	1316	191	20	753	2305	50
15	1198	1688	2238	2081	2049	361	130	2675	4344	45
16	1252	2354	3093	3513	3983	802	94	2246	7571	51
17	575	1992	2049	2295	2168	753	110	2282	4271	44
18	1035	1660	2409	2378	3605	397	38	2021	5987	52
19	543	1030	1399	1360	1769	395	40	1565	3314	51
20	1354	2238	3027	2804	2988	380	284	2696	5834	46
21	691	993	1216	1105	1079	208	47	1236	2255	43
22	396	658	998	1007	1172	211	6	741	2151	48
23	1156	2027	2859	3163	4168	459	52	2273	7090	51
24	873	1350	1707	1636	1736	241	17	1524	3477	46
25	729	1294	1878	1934	1526	327	208	1913	3548	46
26	824	1466	2270	2221	2568	411	414	1434	4689	48
27	640	1192	1787	1907	2593	579	96	1320	4546	52
28	593	978	1344	1408	1397	107	42	1284	2590	45
29	658	1187	1965	2002	2422	341	96	1670	4385	51
30	657	966	1370	1283	1412	104	115	1574	2629	46
31	1153	1564	2067	1902	1842	227	631	2886	3731	43
32	378	656	854	806	988	217	3	707	1879	48
33	1042	1603	2125	1834	1501	243	302	2158	3535	43
34	1824	3081	4458	3974	3700	1039	189	3639	8283	46
35	581	752	1007	969	906	202	17	1118	1929	44
36	1138	1776	2496	2222	1839	328	42	2240	4374	45
37	491	982	1515	1680	2480	634	45	1356	4396	57
38	525	901	1427	1228	1168	287	51	905	2589	46
39	896	1756	2549	2638	2825	388	252	2321	5418	49
40	503	1001	1507	1415	1583	233	32	1178	3088	49
41	1286	2165	3126	2876	3026	412	108	1631	5936	46
42	1544	2120	2193	1782	1279	183	238	2142	3634	40
	35629	59033	81330	77967	83119	14139	5307	74946	163676	47
1	121	197	342	363	685	63	.....	393	1023	58
2	177	337	577	489	842	146	90	459	1485	58
3	56	151	427	417	905	15	.....	.....	1215	62
4	280	544	1305	1237	4906	.....	.....	966	6103	74
5	101	223	499	558	1239	55	.....	.....	1885	71
6	467	713	1080	1016	2040	.....	.....	.....	3191	60
7	253	430	734	752	1534	185	.....	760	2413	62
8	83	164	299	363	759	.....	.....	135	1023	61
9	95	242	426	467	959	91	.....	.....	1433	63
10	82	152	328	442	816	.....	.....	216	1104	61
11	1094	2714	5446	4854	14179	.....	.....	.....	17694	63
	2809	5867	11463	10958	28864	555	90	2929	38569	64

I.—TABLE A.—The Public

TOWNS.	School population between 5 and 21 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending school.	Boys.	Girls.
1 Almonte	1030	.....	543	.....	543	281	262
2 Amherstburg	921	1	338	.....	339	176	163
3 Aurora	648	.....	487	.....	487	237	250
4 Aylmer	687	.....	543	.....	543	300	243
5 Barrie	1844	.....	1050	.....	1050	543	507
6 Berlin	2298	.....	1231	.....	1231	609	622
7 Blenheim	457	.....	423	.....	423	199	224
8 Bothwell	360	.....	237	.....	237	110	127
9 Bowmanville	993	.....	778	.....	778	397	381
10 Bracebridge	637	.....	517	.....	517	243	274
11 Brampton	801	.....	714	.....	714	359	355
12 Brockville	2658	.....	1351	.....	1351	686	665
13 Chatham	2609	4	1908	1	1913	997	916
14 Clinton	817	.....	630	.....	630	317	313
15 Cobourg	1301	.....	707	.....	707	359	348
16 Collingwood	1657	2	1338	.....	1340	672	668
17 Cornwall	2105	.....	679	.....	679	348	331
18 Deseronto	882	.....	655	.....	655	335	320
19 Dresden	601	.....	546	.....	546	289	257
20 Dundas	1241	.....	578	.....	578	273	305
21 Durham	435	.....	369	2	371	178	193
22 Forest	458	1	442	.....	443	205	238
23 Galt	2384	.....	1601	.....	1601	802	799
24 Goderich	1143	.....	825	.....	825	429	396
25 Gravenhurst	827	.....	708	.....	708	343	365
26 Harriston	650	1	519	.....	520	263	257
27 Ingersoll	1351	.....	867	.....	867	439	428
28 Kincardine	831	.....	775	.....	775	375	400
29 Lindsay	1701	.....	948	.....	948	485	463
30 Listowel	756	.....	688	.....	688	351	337
31 Meaford	690	.....	582	.....	582	291	291
32 Milton	453	2	402	1	405	216	189
33 Mitchell	800	.....	518	.....	518	248	270
34 Mount Forest	831	.....	653	.....	653	343	310
35 Napanee	842	.....	721	2	723	372	351
36 Newmarket	561	1	440	1	442	239	203
37 Niagara	384	.....	253	.....	253	134	119
38 Niagara Falls	875	.....	524	.....	524	259	265
39 Oakville	565	.....	342	.....	342	166	176
40 Orangeville	958	.....	720	.....	720	362	358
41 Orillia	1700	.....	1160	.....	1160	575	585
42 Oshawa	1343	1	852	1	854	432	422
43 Owen Sound	2043	.....	1353	.....	1353	689	664
44 Palmerston	879	.....	424	.....	424	212	212
45 Paris	1021	.....	610	.....	610	295	315
46 Parkhill	551	.....	335	.....	335	167	168
47 Parry Sound	507	.....	451	.....	451	237	214
48 Pembroke	1158	.....	536	.....	536	287	249
49 Penetanguishene	498	.....	352	.....	352	166	186
50 Perth	1208	.....	570	.....	570	288	282
51 Peterborough	2532	.....	1519	.....	1519	764	755
52 Petrolea	1290	.....	1052	.....	1052	516	536
53 Picton	722	.....	547	.....	547	268	279
54 Port Arthur	1015	.....	416	.....	416	202	214
55 Port Hope	1650	.....	1048	.....	1048	433	615
56 Prescott	901	.....	396	.....	396	200	196
57 Ridgetown	642	.....	541	.....	541	286	255
58 Sandwich	335	3	314	.....	317	139	178
59 Sarnia	1773	.....	1173	.....	1173	594	579

Schools of Ontario.

THE PUBLIC SCHOOLS.

	Number of Days in Attendance.						Number of children between 7 and 13 years of age not attending any school during the year.	Number of children between 7 and 13 years of age not attending any school for 100 days during the year.	Average attendance of Pupils.	Percentage of average attendance to total number attending school.
	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.				
1	7	20	48	110	236	122	.....	.....	356	66
2	16	32	86	70	135	.....	.....	55	197	58
3	28	42	81	106	212	18	.....	86	290	60
4	17	31	80	110	288	17	.....	12	381	70
5	78	106	231	208	393	34	.....	182	711	68
6	81	125	226	219	566	14	.....	297	757	61
7	38	56	75	120	134	.....	.....	97	249	59
8	21	35	54	48	75	4	.....	55	120	51
9	41	133	114	225	265	.....	.....	87	412	53
10	44	115	200	110	48	.....	.....	287	207	40
11	29	60	112	170	318	25	.....	41	480	67
12	82	161	322	285	501	.....	263	564	913	68
13	194	256	439	381	622	21	.....	296	1046	55
14	19	44	88	135	218	126	.....	36	431	68
15	21	69	127	153	296	41	.....	.....	463	66
16	93	110	315	301	425	96	.....	304	801	60
17	44	90	136	115	290	4	114	139	385	57
18	60	127	160	128	162	18	.....	171	313	48
19	38	68	119	115	197	9	.....	107	298	55
20	44	54	97	142	241	.....	.....	64	320	56
21	23	38	80	85	137	8	.....	40	217	58
22	25	35	72	77	226	8	.....	25	280	63
23	92	138	255	319	666	131	.....	210	993	63
24	25	60	119	145	377	99	5	111	550	66
25	51	135	165	160	184	13	.....	180	326	46
26	26	53	70	98	217	56	.....	75	334	64
27	30	72	85	158	407	115	.....	64	561	65
28	38	73	133	157	352	22	.....	180	450	58
29	46	83	129	180	429	81	.....	130	620	60
30	43	62	148	189	242	3	.....	40	448	65
31	34	70	121	128	226	3	36	69	337	58
32	18	27	53	93	203	11	.....	37	266	66
33	14	43	88	115	241	17	.....	32	299	58
34	29	63	98	122	311	30	.....	62	416	64
35	50	78	132	151	312	.....	.....	190	432	60
36	26	43	132	82	152	7	.....	45	248	56
37	7	26	68	77	75	.....	.....	16	144	58
38	32	48	94	105	203	42	.....	.....	318	61
39	20	42	59	63	152	6	5	46	198	58
40	60	75	155	159	262	9	.....	50	418	58
41	65	131	227	270	420	47	.....	17	688	59
42	45	82	132	132	329	134	.....	134	560	66
43	94	160	247	364	473	15	.....	.....	754	56
44	12	20	100	105	176	11	.....	48	275	59
45	19	57	97	102	236	99	.....	.....	407	61
46	17	28	52	66	165	7	.....	42	214	64
47	37	49	105	88	155	17	.....	141	251	56
48	24	45	81	133	253	.....	.....	48	359	72
49	36	61	88	63	98	6	.....	80	155	44
50	20	41	84	122	256	47	.....	71	384	68
51	99	192	349	330	549	.....	.....	.....	823	54
52	38	51	161	193	562	47	.....	107	748	71
53	23	46	85	126	235	32	.....	59	347	64
54	37	67	94	105	113	.....	.....	100	201	52
55	23	73	191	171	490	100	.....	142	712	68
56	14	36	88	72	172	14	19	79	236	60
57	40	64	107	118	194	18	.....	165	320	59
58	16	35	85	87	87	7	.....	58	163	52
59	65	124	224	237	523	.....	.....	79	679	58

I.—TABLE A.—The Public

TOWNS.—*Continued.*	School population between 5 and 21 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending school.	Boys.	Girls.
60 Sault Ste. Marie	1500	6	442	.....	448	219	229
61 Seaforth	975	.....	701	.....	701	351	350
62 Simcoe	978	.....	585	.....	585	304	281
63 Smith's Falls	906	.....	727	.....	727	351	376
64 Stayner	632	.....	500	.....	500	260	240
65 St. Mary's	1082	.....	933	.....	933	457	476
66 Strathroy	1249	3	813	.....	816	415	401
67 Thornbury	451	.....	315	.....	315	165	150
68 Thorold	894	3	450	.....	453	240	213
69 Tilsonburg	637	4	488	.....	492	230	262
70 Trenton	1473	1	705	.....	706	373	333
71 Uxbridge	888	.....	478	.....	478	243	235
72 Walkerton	896	.....	662	.....	662	322	340
73 Waterloo	908	.....	565	.....	565	320	245
74 Welland	608	.....	522	.....	522	264	258
75 West Toronto Junction	1256	2	873	.....	875	459	416
76 Whitby	846	.....	572	.....	572	299	273
77 Windsor	3026	.....	1764	.....	1764	825	939
78 Wingham	779	.....	565	.....	565	300	265
79 Woodstock	1900	.....	1790	.....	1790	887	903
Total	85694	35	56249	8	56292	28264	28028
TOTALS.							
1 Counties, etc	430306	1563	349321	333	351217	187441	163776
2 Cities	100028	503	60002	11	60516	30635	29881
3 Towns	85694	35	56249	8	56292	28264	28028
4 Grand Total, 1889	616028	2101	465572	352	468025	246340	221685
5 " " 1888	615353	1732	462081	387	464200	243780	220420
6 Increase	675	369	3491	.....	3825	2560	1265
7 Decrease	.....	.....	.....	35	.....	.....	.....
8 Percentage of Grand Total	.....	.45	99.48	.07	.....	53	47

NOTE.—Tables A. B. C. D. E. do not include the

In calculating the average attendance, the divisor

Schools of Ontario.

THE PUBLIC SCHOOLS.

	Number of Days in Attendance.						Number of children between 7 and 13 years of age not attending any school during the year.	Number of children between 7 and 13 years of age not attending any school for 100 days during the year.	Average attendance of Pupils.	Percentage of average attendance to total number attending school.
	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.				
60	56	69	159	119	45	.....	.....	270	202	45
61	30	45	141	128	333	24	....	124	452	65
62	25	71	112	121	252	4	.....	144	346	59
63	43	63	101	143	272	105	84	130	467	64
64	50	93	173	113	70	1	209	.. ..	204	41
65	64	104	334	233	198	.....	.....	303	462	50
66	33	67	186	162	265	103	.....	51	499	61
67	16	40	70	47	142	.....	.....	62	190	60
68	42	36	105	91	177	2	.....	101	246	54
69	29	56	126	123	152	6	.....	90	268	56
70	54	107	120	147	255	23	.....	191	396	57
71	32	54	60	91	220	21	....	136	310	65
72	32	72	114	136	286	22	.....	50	387	59
73	20	34	88	148	274	1	.....	34	374	66
74	50	58	138	147	123	6	.....	119	273	61
75	145	214	325	103	88	.....	.....	.....	314	36
76	35	49	101	115	229	43	. .....	.....	351	55
77	130	222	334	474	604	... ...	.....	622	1147	65
78	31	56	82	97	273	26	.....	.....	358	63
79	85	161	303	388	691	162	.....	361	1138	64
	3410	6031	11135	11924	21432	2360	735	8640	33545	59
1	35629	59033	81330	77967	83119	14139	5307	74946	163676	47
2	2809	5867	11463	10958	28864	555	90	2929	38569	64
3	3410	6031	11135	11924	21432	2360	735	8640	33545	60
4	41848	70931	103928	100849	133415	17054	6132	86515	235790	51
5	43223	71781	108066	101445	125517	14168	5744	87874	228801	50
6	.....	.....	.....	.....	7898	2886	388	.....	6989	1
7	1375	850	4138	596	.....	.....	.....	1359	.....	.....
8	9	15	22	21	29	4	.....	.....	.....	.....

Statistics of Roman Catholic Separate Schools.

used is the legal number of teaching days.

II.—TABLE B.—The

COUNTIES. (Including Incorporated Villages but not Cities or Towns).	NUMBER OF PUPILS IN READING. 1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.
1 Brant	732	603	824	1048	751	185	4143	4143	4143
2 Bruce	3575	2581	3041	3582	2616	433	15443	15502	12965
3 Carleton	1712	1162	1758	1825	1608	145	7457	7683	5495
4 Dufferin	1314	915	1065	1229	1081	258	5520	5716	5401
5 Dundas	1425	850	1348	976	680	102	5087	5205	4089
6 Durham	1337	941	1466	1351	1094	233	6275	6275	5678
7 Elgin	1558	981	1674	1441	1526	288	7468	7468	7468
8 Essex	2927	1852	2024	1692	1295	160	9385	9649	8475
9 Frontenac	1309	955	1217	1494	1314	52	5770	5776	4885
10 Glengarry	1237	622	1171	718	755	32	4233	4187	3319
11 Grey	3835	2464	3481	3634	2792	314	15615	15612	13883
12 Haldimand	1164	784	1279	1171	1191	146	5551	5613	5061
13 Haliburton	449	324	345	352	182	9	1505	1466	718
14 Halton	1024	784	833	965	890	103	4599	4599	4519
15 Hastings	2665	2083	1776	1736	1076	279	9330	9402	8885
16 Huron	2753	2207	2781	3586	3139	531	14306	14345	13336
17 Kent	2207	1486	2047	1990	1873	229	8917	8294	8444
18 Lambton	2695	1956	2340	2064	2061	368	11122	11327	10102
19 Lanark	1508	1063	1305	1498	1045	77	5914	6131	5794
20 Leeds and Grenville	2407	1689	2435	3012	3074	174	11011	11470	8664
21 Lennox and Addington	1038	658	953	1253	1271	119	5273	5216	4387
22 Lincoln	926	627	826	1042	983	38	4181	4272	3711
23 Middlesex	2808	2434	2594	2863	2593	540	13577	13560	12712
24 Norfolk	1598	1093	1677	1484	1517	174	7093	7232	6174
25 Northumberland	1594	1206	1453	1841	1417	177	7646	7652	5758
26 Ontario	2005	1465	1888	2134	2096	172	9282	9456	8565
27 Oxford	1715	1269	1624	1977	1728	385	8393	8596	7612
28 Peel	1287	1187	1026	1155	1080	92	5614	5654	4837
29 Perth	1643	1272	1347	2426	1425	462	7674	8322	4708
30 Peterborough	1399	992	1179	1212	942	68	5512	5599	4136
31 Prescott and Russell	3050	1682	1413	1436	1120	54	7755	8026	6843
32 Prince Edward	627	509	754	856	1001	152	3737	3762	3399
33 Renfrew	2150	1325	1563	1691	1549	70	7285	7660	5375
34 Simcoe and Muskoka	4278	2910	3669	3692	2986	541	17335	17637	14055
35 Stormont	1041	663	1224	785	639	65	4388	4202	2618
36 Victoria	2020	1663	1962	2135	1844	175	9192	8924	7016
37 Waterloo	1913	1265	1535	1782	1162	125	7782	7782	6426
38 Welland	1085	743	1089	1213	1289	117	5275	5390	5084
39 Wellington	2212	1578	2370	2624	1927	341	10481	10703	9630
40 Wentworth	1307	841	1091	1350	1477	176	5886	5957	4785
41 York	3046	1974	2879	2854	1972	166	12244	12284	11523
42 Districts	2578	1636	1930	1804	1064	89	8105	8046	6283
Total	79153	55294	70256	74973	63125	8416	332461	335795	286961
CITIES.									
1 Belleville	486	351	358	366	210	. . .	1771	1771	1771
2 Brantford	656	396	469	693	354	.....	2510	2510	2568
3 Guelph	467	188	240	651	359	66	1971	1971	1971
4 Hamilton	2405	1288	1220	1720	1360	279	7400	8272	8272
5 Kingston	626	307	382	604	506	250	2675	2675	2675
6 London	1477	863	891	1459	626	. . . .	5250	5316	4806
7 Ottawa	843	695	544	889	817	100	3888	3888	3888
8 St. Catharines	461	251	269	425	262	.....	1668	1668	1668
9 St. Thomas	691	322	470	508	289	.....	2280	2280	2280
10 Stratford	411	327	354	435	293	.....	1812	1812	1812
11 Toronto	8294	3854	6140	5589	3371	1039	26534	26534	26534
Total	16817	8842	11337	13339	8447	1734	57759	58697	58245

Public Schools of Ontario.

THE DIFFERENT BRANCHES OF INSTRUCTION.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	4143	1082	2029	1010	1809	663	1137	218	139	43	65	62	.....
2	9775	4568	8662	2960	5054	4795	3610	481	393	150	267	248	.....
3	5032	1579	4021	1694	1803	992	2026	276	160	62	117	97	79
4	3777	3271	3080	2312	1932	1979	3037	73	100	24	59	65	44
5	3428	1535	3266	922	1169	833	1843	100	52	32	82	48	49
6	3984	1279	3191	1063	1225	904	1414	260	230	97	123	130	23
7	7468	4540	7468	1881	2861	4775	4005	513	248	63	215	158	33
8	5655	3042	4511	1523	2474	2937	3883	277	174	19	45	48	42
9	4039	1164	3130	1244	1579	530	1310	108	70	32	83	62	26
10	2955	531	2595	810	1004	278	334	33	28	31	93	18	.....
11	10482	6217	8417	3083	5059	3724	5518	776	290	130	305	155	115
12	5080	2103	3429	1491	1352	1252	2645	147	123	63	74	128	50
13	860	468	623	241	176	1	239	30	.....	.....	.....	.....	1
14	3068	2094	2886	1197	1374	2224	2297	234	103	62	42	42	84
15	5650	3846	5276	1395	2679	4768	6180	486	248	38	146	152	35
16	10515	6689	8768	3698	5240	5399	4504	703	517	215	403	259	215
17	6361	4542	4954	2440	2607	3496	3115	557	184	107	109	230	132
18	7894	3855	7799	2350	3805	2830	4967	406	326	76	204	225	255
19	3816	754	3393	1351	1758	558	2259	74	86	37	25	26	.....
20	7844	2523	6960	3290	3577	4413	2424	269	203	100	143	84	31
21	3403	505	3181	1611	1326	1524	1414	150	83	40	57	56	18
22	3062	1780	2554	1179	1168	2274	1651	152	56	28	13	44	12
23	8443	6640	7324	2968	4403	5495	7546	604	512	362	272	261	243
24	5087	1660	4091	2614	2587	1083	3236	293	190	18	171	135	125
25	5509	1245	4431	1780	1954	424	2400	269	160	66	81	85	74
26	6109	3344	5747	2379	2624	1464	3053	417	180	63	98	101	99
27	5593	3023	5862	2383	2843	2015	3202	470	385	142	316	150	138
28	3740	1718	2874	1390	1921	1418	2112	115	84	42	42	46	.....
29	4886	2390	4695	1870	2317	651	1716	175	275	205	149	37	122
30	4790	785	3373	1148	1193	552	1135	126	59	18	26	27	55
31	5213	1334	3962	1027	1259	1389	2643	162	65	34	22	17	19
32	2899	1020	2467	1119	1272	1854	1416	243	154	83	96	95	.....
33	4925	1543	4315	1803	1847	2722	1733	138	49	46	5	1	61
34	10509	8927	9393	4230	5204	6935	11659	735	550	356	459	503	46
35	2901	459	2346	815	869	491	665	88	73	26	52	39	.....
36	6087	2754	5182	2167	2190	837	2819	226	186	80	130	96	96
37	4548	5154	4281	1208	1733	1849	3289	174	106	49	44	77	49
38	4161	2084	3400	1448	1691	1753	2544	208	119	38	94	38	74
39	7202	3133	5930	2392	3399	2992	2533	211	246	158	82	99	.....
40	3935	2551	3488	1647	1883	1216	2358	289	141	82	133	65	6
41	8604	4553	8113	2410	2281	2910	4487	381	157	75	106	64	96
42	4914	1847	3758	1584	1640	1911	1521	121	55	20	.....	3	2
	228346	114131	195230	77127	96141	91110	121879	11768	7559	3412	5048	4276	2549
1	934	1675	1079	200	576	576	1695	.....	.....	.....	.....	.....	.....
2	2510	2568	1145	370	552	1917	2568	85	.....	.....	.....	.....	.....
3	1529	1697	1330	620	219	1010	1485	66	.....	.....	.....	....	....
4	4830	8272	5201	1405	1926	1778	6162	279	.....	279	.....	....	.....
5	1848	2637	1858	775	1129	1988	2675	250	250	.....	250	250	.....
6	3903	5280	2586	2056	1464	2402	3861	54	40	70	.....	50	.....
7	2006	3119	2006	917	917	3888	3888	100	185	....	.....	.....	.....
8	1668	.....	1668	123	262	454	1668	63	.....	....	.....	.....	.....
9	1348	842	1134	290	592	1139	2280	290	.....	.....	.....	.....	.....
10	1475	1812	1082	417	728	101	1101	.....	.....	.....	.....	.....	.....
11	26534	26534	26534	2450	3370	9675	26746	3135	2374	1039	196	.....	....
	48585	54436	45623	9623	11735	24928	54129	4322	2849	1388	446	300	.....

II.—TABLE B.—The

TOWNS.	NUMBER OF PUPILS IN								
	Reading.								
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.
1 Almonte	184	81	111	91	76	.....	543	543	543
2 Amherstburg	101	50	54	66	28	40	339	339	339
3 Aurora	136	90	111	79	62	9	487	487	487
4 Aylmer	87	93	107	118	138	.....	543	543	543
5 Barrie	320	189	183	192	166	.....	964	1050	938
6 Berlin	406	195	311	202	117	.....	1231	1231	1231
7 Blenheim	123	79	87	65	38	31	423	423	270
8 Bothwell	60	49	43	44	28	13	237	237	237
9 Bowmanville	223	120	162	137	126	.....	778	778	778
10 Bracebridge	201	89	96	80	28	23	517	517	316
11 Brampton	114	174	132	169	125	.....	714	714	714
12 Brockville	404	179	323	313	132	.....	1351	1351	765
13 Chatham	592	325	345	325	326	.....	1912	1912	1912
14 Clinton	145	104	133	129	119	.....	630	630	630
15 Cobourg	160	114	144	182	107	.....	707	707	622
16 Collingwood	394	234	227	273	212	.....	1340	1340	1340
17 Cornwall	211	119	102	108	139	....	679	679	679
18 Deseronto	187	182	109	91	51	35	655	655	655
19 Dresden	136	88	91	88	101	42	546	546	546
20 Dundas	197	77	77	96	131	....	578	578	578
21 Durham	101	48	67	67	54	34	371	371	371
22 Forest	112	62	87	66	79	37	443	443	443
23 Galt	441	227	235	373	325	.....	1601	1601	1601
24 Goderich	179	151	157	196	142	.....	825	825	825
25 Gravenhurst	196	208	93	117	75	19	534	708	550
26 Harriston	142	52	129	134	63	.....	520	520	378
27 Ingersoll	288	66	194	179	140	.....	867	867	867
28 Kincardine	193	130	166	216	70	.....	775	775	775
29 Lindsay	299	114	211	183	141	.....	948	948	948
30 Listowel	178	63	201	129	117	.....	688	510	510
31 Meaford	117	90	128	133	52	62	582	582	582
32 Milton	119	72	70	57	26	61	405	405	405
33 Mitchell	136	52	120	108	102	.....	518	518	518
34 Mt. Forest	125	85	145	142	154	2	653	615	615
35 Napanee	80	128	155	190	170	.....	723	723	644
36 Newmarket	107	74	86	102	72	.....	441	441	390
37 Niagara	74	12	52	72	43	.....	253	205	179
38 Niagara Falls	95	106	72	139	92	20	523	523	523
39 Oakville	99	51	61	57	74	.....	342	342	342
40 Orangeville	183	121	126	160	130	.....	720	720	720
41 Orillia	219	195	321	279	146	.....	1160	1160	633
42 Oshawa	194	143	231	201	85	.....	854	854	854
43 Owen Sound	352	189	267	323	222	.....	1353	1353	1353
44 Palmerston	125	75	84	79	61	.....	424	424	369
45 Paris	143	139	84	145	99	.....	610	610	498
46 Parkhill	94	64	69	53	55	.....	335	335	335
47 Parry Sound	98	115	94	81	49	14	451	451	451
48 Pembroke	160	82	93	84	117	.....	536	536	536
49 Pentanguishene	181	24	69	78	.....	.....	276	276	108
50 Perth	146	63	153	111	97	.....	570	570	570
51 Peterborough	409	239	312	267	292	.....	1519	1519	1519
52 Petrolea	359	123	156	254	160	.....	1052	1052	1052
53 Picton	143	71	133	117	83	.....	547	547	547
54 Port Arthur	153	57	89	61	56	.....	416	416	416
55 Port Hope	316	170	204	199	159	.....	1048	1048	1048
56 Prescott	83	66	65	51	131	.....	396	396	396
57 Ridgetown	92	63	125	141	120	.....	541	541	541
58 Sandwich	85	43	106	38	45	.....	317	317	317
59 Sarnia	361	185	254	182	191	.....	1173	1173	1173
0 Sault Ste. Marie	132	109	82	60	52	13	405	448	400

Public Schools of Ontario.

THE DIFFERENT BRANCHES OF INSTRUCTION.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	359	140	176	141	141	18	149	.....	.....	.....	.....	.....	.....
2	188	283	238	68	78	299	213	40	40	.....	40	40	.....
3	313	416	354	71	150	71	416	.....	.....	.....	.....	.....	.....
4	400	543	543	86	138	138	543	.....	.....	.....	.....	.....	.....
5	703	337	515	166	84	329	847	.....	.....	.....	.....	.....	.....
6	578	578	578	199	306	.....	278	278	.....	.....	.....	.....	.....
7	270	270	169	109	109	169	207	31	31	.....	31	31	.....
8	237	237	237	85	85	85	.....	13	13	13	13	13	.....
9	450	484	360	186	64	.....	608	.....	.....	.....	.....	.....	.....
10	227	185	227	51	67	.....	.....	29	23	23	.....	9	.....
11	426	714	294	125	294	367	714	.....	.....	.....	.....	.....	.....
12	765	350	207	132	220	132	220	.....	.....	.....	.....	.....	.....
13	1410	1912	1146	326	548	1167	1508	.....	.....	.....	.....	.....	.....
14	381	630	317	90	90	119	630	.....	.....	.....	.....	.....	.....
15	445	158	329	107	99	358	381	.....	.....	.....	.....	.....	.....
16	1018	.....	1340	212	370	1340	1340	.....	.....	.....	.....	.....	.....
17	349	442	349	139	139	81	581	.....	.....	.....	.....	.....	.....
18	468	655	468	86	167	174	655	35	35	.....	35	35	.....
19	355	546	355	147	147	197	546	42	42	.....	42	42	.....
20	304	213	304	131	227	227	267	.....	.....	.....	.....	.....	.....
21	222	293	222	88	115	54	371	34	34	.....	34	20	.....
22	289	443	365	116	216	216	443	37	37	8	37	37	.....
23	974	989	730	325	461	771	214	.....	.....	.....	.....	.....	.....
24	495	487	411	199	199	410	199	.....	.....	.....	.....	.....	.....
25	394	.....	456	93	98	.....	646	.....	19	....	19	19	.....
26	264	315	264	63	197	63	457	2	.....	.....	.....	.....	.....
27	867	867	867	140	254	867	867	.....	.....	.....	.....	.....	.....
28	452	477	340	68	69	454	403	30	....	.....	.....	.....	.....
29	535	948	535	76	141	76	9	.....	.....	.....	.....	.....	.....
30	447	.....	447	117	66	.....	.....	.....	.....	.....	.....	.....	.....
31	465	520	465	179	247	.....	465	62	62	40	30	62	.....
32	286	405	405	87	214	214	405	87	61	61	61	61	.....
33	330	518	275	102	210	518	150	.....	.....	.....	.....	.....	.....
34	615	653	528	227	227	653	653	8	.....	.....	.....	.....	.....
35	487	372	419	170	84	84	224	.....	....	.....	....	.....	.....
36	237	276	260	72	174	178	441	.....	.....	.....	.....	.....	.....
37	149	.....	149	43	82	82	76	.....	.....	....	...	.....	.....
38	322	523	322	112	167	322	523	82	20	20	20	5	.....
39	192	112	192	74	131	74	51	.....	.....	.....	....	.....	.....
40	416	430	720	130	290	720	720	.....	.....	.....	.....	.....	.....
41	425	.....	491	146	232	.....	.....	.....	.....	.....	.....	.....	.....
42	440	484	413	85	217	285	580	..	.....	.....	.....	.....	.....
43	1001	812	545	545	545	1353	1353	222	.....	.....	.....	.....	.....
44	224	284	299	61	140	140	424	.....	.....	.....	.....	.....	.....
45	432	.....	328	99	111	610	.....	.....	.....	.....	.....	.....	.....
46	177	193	108	108	108	108	301	.....	.....	.....	.....	.....	.....
47	397	397	397	63	74	258	451	14	14	14	14	14	.....
48	441	536	441	117	172	172	536	.....	.....	.....	.....	.....	.....
49	121	200	108	88	88	.....	.....	.....	1	1	.....	....	.....
50	361	.....	208	97	149	.....	570	.....	.....	.....	.....	.....	.....
51	871	1519	871	121	292	.....	.....	.....	.....	.....	.....	.....	.....
52	844	579	676	160	482	444	668	.....	.....	.....	.....	.....	.....
53	404	504	504	83	138	62	449	.....	.....	.....	.....	.....	.....
54	293	180	293	117	117	117	236	.....	.....	.....	.....	.....	.....
55	562	545	562	159	255	255	255	.....	.....	.....	.....	.....	.....
56	313	396	247	131	131	196	396	.....	.....	.....	.....	.....	.....
57	541	541	541	198	198	.....	.....	.....	.....	.....	.....	.....	.....
58	250	317	97	35	58	.....	.....	32	.....	.....	.....	.....	.....
59	1173	950	1133	192	195	675	1100	.....	.....	.....	.....	.....	.....
60	350	.....	320	85	75	.....	50	15	4	.....	.....	3	.....

II.—TABLE B.—The

TOWNS.—*Con.*	NUMBER OF PUPILS IN								
	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader,			
61 Seaforth	132	103	84	141	241	.....	701	701	701
62 Simcoe	120	62	125	130	148	.....	585	585	585
63 Smiths's Falls	138	185	177	129	98	.....	727	727	727
64 Stayner	145	61	121	93	67	13	500	500	500
65 St. Mary's	186	200	141	175	231	....	933	897	732
66 Strathroy	211	132	159	152	162	.....	752	752	752
67 Thornbury	53	52	54	70	66	20	315	315	315
68 Thorold	151	61	93	71	77	.....	453	453	453
69 Tilsonburg	178	71	87	90	66	.....	428	428	492
70 Trenton	264	126	137	115	64	.....	706	706	706
71 Uxbridge	114	97	81	102	84	.....	478	478	478
72 Walkerton	187	90	136	134	115	.....	662	662	662
73 Waterloo	181	69	113	100	102	.....	565	565	565
74 Welland	118	106	107	129	62	.....	522	522	497
75 West Toronto Junction	291	205	172	119	83	5	875	875	875
76 Whitby	117	48	121	136	150	.....	572	572	572
77 Windsor	528	381	337	254	264	.....	1764	1764	1561
78 Wingham	113	81	109	133	79	50	565	565	565
79 Woodstock	615	288	305	379	203	.....	1790	1790	1790
Total	15342	9177	11153	11124	8953	543	55782	55785	52948
TOTALS.									
1 Counties, etc	79153	55294	70256	74973	63125	8416	332461	335795	286961
2 Cities	16817	8842	11337	13339	8447	1734	57759	58697	58245
3 Towns	15342	9177	11153	11124	8953	543	55782	55785	52948
4 Grand Total, 1889	111312	73313	92746	99436	80525	10693	446002	450277	398154
5 " " 1888	107748	73073	93388	100098	79586	10307	442980	448271	385931
6 Increase	3564	240	....	.....	939	386	3022	2006	12223
7 Decrease	.....	.....	642	662	.....	.....	.....	.....	.....
8 Percentage of Grand Total	24	16	20	21	17	2	95	96	85

Public Schools of Ontario.

THE DIFFERENT BRANCHES OF INSTRUCTION.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
61	445	701	445	109	50	191	141	.....	.....	.....	.....	.....	.....
62	425	.....	280	50	148	.....	585	.....	.....	.....	.....	.....	.....
63	727	727	727	98	155	98	727	.....	.....	.....	.....	.....	.....
64	500	.....	355	80	173	67	273	13	13	.....	13	13	.....
65	530	682	511	140	257	.....	72	.....	.....	.....	.....	.....	.....
66	409	483	409	131	242	752	752	.....	.....	.....	.....	.....	.....
67	238	257	238	123	180	315	315	23	20	.....	20	20	.....
68	302	339	302	77	132	323	403	.....	.....	.....	.....	.....	.....
69	428	492	428	208	208	208	492	.....	.....	.....	.....	.....	.....
70	316	393	316	64	179	179	706	.....	.....	.....	.....	.....	.....
71	364	478	364	131	131	478	478	.....	.....	.....	.....	.....	.....
72	338	324	249	72	115	.....	324	.....	.....	.....	.....	.....	.....
73	315	.....	315	102	54	102	.....	.....	1	.....	.....	.....	.....
74	446	234	421	62	125	522	507	62	.....	.....	.....	.....	.....
75	371	875	371	88	88	118	875	.....	5	5	.....	.....	.....
76	379	398	379	253	228	177	324	.....	.....	.....	.....	.....	.....
77	1219	787	701	375	251	196	123	35	.....	.....	.....	.....	.....
78	371	436	452	129	371	452	53	50	50	3	50	50	.....
79	990	1517	1790	203	379	135	1790	.....	.....	.....	.....	.....	.....
	36817	35281	34513	10323	14408	20015	33729	1276	525	188	459	474	.....
1	228346	114131	195230	77127	96141	91110	121879	11768	7559	3412	5048	4276	2549
2	48585	54436	45623	9623	11735	24928	54129	4322	2849	1388	446	300	.....
3	36817	35281	34513	10323	14408	20015	33729	1276	525	188	459	474	.....
4	313748	203848	275366	97073	122284	136053	209737	17366	10933	4988	5953	5050	2549
5	307636	203136	264832	92433	116554	141592	200443	16279	10770	5579	5319	4959	2064
6	6112	712	10534	4640	5730	.....	9294	1087	163	.....	634	91	485
7	.....	.....	.....	.....	.....	5539	.....	.....	.....	591	.....	.....	.....
8	67	44	59	21	26	29	45	3.71	2.34	1.06	1.27	1.08	.55

III.—TABLE C.—The

COUNTIES. (Including incorporated villages but not cities or towns.)	PUBLIC SCHOOL					
	TOTAL.			ANNUAL SALARIES.		
	Public School Teachers.	Male.	Female.	Highest Salary paid.	Average Salary of Male Teacher.	Average Salary of Female Teacher.
				$	$	$
1 Brant	74	27	47	600	440	296
2 Bruce	209	100	109	650	398	248
3 Carleton	134	57	77	550	377	271
4 Dufferin	88	31	57	600	358	274
5 Dundas	95	47	48	609	356	259
6 Durham	114	52	62	600	386	298
7 Elgin	123	61	62	525	388	301
8 Essex	126	58	68	600	423	319
9 Frontenac	140	34	106	600	293	227
10 Glengarry	80	14	66	550	355	233
11 Grey	228	105	123	540	368	280
12 Haldimand	98	45	53	700	393	272
13 Haliburton	56	7	49	450	287	203
14 Halton	79	40	39	700	416	285
15 Hastings	187	72	115	800	367	259
16 Huron	213	133	80	700	401	279
17 Kent	136	69	67	650	403	308
18 Lambton	185	71	114	650	398	292
19 Lanark	148	27	121	600	355	211
20 Leeds and Grenville	262	70	192	750	322	232
21 Lennox and Addington	115	31	84	550	326	235
22 Lincoln	80	34	46	700	422	290
23 Middlesex	216	99	117	800	421	315
24 Norfolk	114	37	77	600	399	271
25 Northumberland	128	58	70	575	381	270
26 Ontario	139	84	55	800	406	303
27 Oxford	125	74	51	567	451	298
28 Peel	90	48	42	575	383	319
29 Perth	119	69	50	600	414	298
30 Peterborough	101	34	67	700	364	273
31 Prescott and Russell	148	39	109	629	342	218
32 Prince Edward	85	39	46	500	340	274
33 Renfrew	147	47	100	700	318	220
34 Simcoe	253	137	116	700	386	272
35 Stormont	75	16	59	550	366	251
36 Victoria	186	67	119	550	357	239
37 Waterloo	119	73	46	650	440	285
38 Welland	95	33	62	800	409	283
39 Wellington	158	77	81	550	411	294
40 Wentworth	97	44	53	600	444	281
41 York	186	100	86	600	428	291
42 Districts	189	65	124	725	333	255
Total	5740	2425	3315	800	389	266

Public Schools.

TEACHERS.

	Total Number of Certificates.	Certificates.							Number of Teachers who have attended Normal Schools.
		Provincial 1st Class.	Provincial 2nd Class.	1st Class County Board (old).	2nd Class County Board (old).	3rd Class.	Temporary Certificates.	Other certificates.	
1	74	2	36	2	.....	34	.....	.....	37
2	209	2	55	1	.....	132	19	.....	51
3	134	1	39	2	.....	82	10	.....	40
4	88	.....	13	.....	3	71	1	.....	13
5	95	2	26	3	.....	64	.....	.....	27
6	114	1	49	1	1	62	.....	.....	44
7	123	.....	42	.....	.....	81	.....	.....	37
8	126	.....	41	1	.....	76	68	.....	40
9	140	.....	20	1	2	117	.....	.....	15
10	80	1	8	3	.....	61	7	.....	12
11	228	.....	72	1	7	146	2	.....	47
12	98	2	40	.....	.....	56	.....	.....	41
13	56	.....	3	.....	.....	51	2	.....	4
14	79	2	35	1	.....	41	.....	.....	34
15	187	1	46	.....	.....	127	13	.....	46
16	213	3	81	1	1	127	.....	.....	81
17	136	1	48	.....	.....	83	4	.....	47
18	185	1	56	.....	.....	128	.....	.....	54
19	148	.....	12	3	.....	105	28	.....	10
20	262	3	32	1	1	202	23	.....	33
21	115	2	17	3	5	87	1	.....	19
22	80	4	35	.....	1	40	.....	.....	34
23	216	6	106	1	.....	103	.....	.....	99
24	114	1	26	1	6	78	2	.....	27
25	128	1	29	4	4	87	3	.....	28
26	139	6	47	2	.....	80	4	.....	43
27	125	4	61	2	.....	58	.....	.....	61
28	90	3	34	1	.....	52	.....	.....	37
29	119	1	45	.....	.....	73	.....	.....	46
30	101	1	35	1	.....	45	19	.....	34
31	148	1	20	.....	1	56	19	51	19
32	85	.....	20	1	.....	59	5	.....	19
33	147	1	11	.....	2	130	3	.....	12
34	253	4	60	1	.....	185	3	.....	60
35	75	.....	13	2	2	58	.....	.....	11
36	186	1	40	.....	.....	142	3	.....	39
37	119	5	57	1	.....	56	.....	.....	55
38	95	.....	25	14	.....	56	.....	.....	29
39	158	1	73	3	.....	81	.....	.....	67
40	97	1	48	4	.....	43	1	.....	46
41	186	4	78	8	1	91	4	.....	75
42	189	3	21	.....	.....	151	14	.....	15
	5740	72	1655	70	37	3657	198	51	1588

III.—TABLE C.—The Public

PUBLIC SCHOOL

TOTALS.	Total.			Annual Salaries.		
	Public School Teachers.	Male.	Female.	Highest Salary paid.	Average Salary of Male Teacher.	Average Salary of Female Teacher.
				$	$	$
1 Counties, etc.	5740	2425	3315	800	389	269
2 Cities	906	93	813	1500	870	389
3 Towns	775	140	635	1000	605	296
4 Grand Total, 1889	7421	2658	4763	1500	421	296
5 " " 1888	7273	2714	4559	1500	424	292
6 Increase	148	.....	204	.....	.....	4
7 Decrease	.....	56	.....	.....	3	.....
8 Percentage of Grand Total	.....	36	64	.....	.....	.....

* There are, in addition, 101 Teachers holding 1st Class, and 2 holding 2nd

Schools.—*Continued.*

TEACHERS.

	Total Number of Certificates.	Certificates. Provincial 1st Class.*	Provincial 2nd Class.*	1st Class County Board (old).	2nd Class County Board (old).	3rd Class.	Temporary Certificates.	Other Certificates.	Number of Teachers who have attended Normal Schools.
1	5740	72	1655	70	37	3657	198	51	1588
2	906	115	658	20	7	55	1	50	742
3	775	60	451	32	6	208	18	.....	439
4	7421	247	2764	122	50	3920	217	101	2769
5	7273	247	2592	119	67	3928	218	102	2511
6	148	.....	172	3	.....	.....	.....	.....	258
.....	.....	.....	.....	.....	17	8	1	1	.....
.....		3.33	37.04	1.66	.68	53	2.93	1.36	.....

Class Certificates employed in the Collegiate Institutes and High Schools.

IV.—TABLE D.—The Public

TOTALS.	Total Number of Schools.			School Houses.					Title.		School		
	Number of School Sections.	Number of Schools open.	Number of Schools closed or not reported.	Brick.	Stone.	Frame.	Log.	Total.	Freehold.	Rented.	Inspectors.	Trustees.	Clergymen.
1 Counties, etc.....	5089	5057	32	1817	476	2317	501	5111	5012	99	10682	11489	3936
2 Cities.....	137	137	.....	110	23	4	....	137	134	3	1793	1038	240
3 Towns.....	188	186	2	133	23	30	....	186	183	3	1423	2440	508
4 Grand total, 1889...	5414	5380	34	2060	522	2351	501	5434	5329	105	13898	14967	4684
5 " " 1888...	5351	5330	21	2040	519	2337	491	5387	5268	119	14593	15695	5009
6 Increase.....	63	50	13	20	3	14	10	47	61	....	.....	.....	.....
7 Decrease.....	.....	.....	.....	....	....	.....	....	....	.....	14	695	728	325

Schools of Ontario.

	Visits.		Maps.		Examinations, Prizes.		Lectures.			Trees.	Prayers.				Averge' Days Open.
	Other persons.	Total.	Number of Schools using Maps.	Total number of Maps.	Number of Examinations.	Number of Schools distributing Prizes.	Inspectors.	Other persons.	Total.	Number of Trees planted on Arbor Day.	Number of Schools using authorized Scripture Readings.	Number of Schools opened and closed with Prayer.	Number using Bible.	Number imparting Religious Instruction (Reg. 206).	Average number of legal Teaching days open.
1	39651	65758	4837	38201	3919	815	222	162	384	20914	3125	4892	1910	409	208
2	1716	4787	137	1246	67	98	6	....	6	.....	141	145	96	46	205
3	4220	8591	186	4693	213	27	27	35	62	367	125	176	115	18	206
4	45587	79136	5160	44140	4199	940	255	197	452	21281	3391	5213	2121	473	208
5	45220	80517	5124	42897	4651	1213	274	340	614	25714	3431	5173	1830	472	208
6	367	....	36	1243	.....	.....	...	....	....	.....	.....	40	291	1	.....
7	.....	1381	.....	.....	452	273	19	143	162	4433	40	.....	....	.....	.....

V.—TABLE E.—The Public

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	Receipts. For Teachers' Salaries (Legislative Grant.)	Municipal Grants and Assessments.	Clergy Reserve Fund, Balances, and other sources.	Total Receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
1 Brant	2113 00	25905 35	19761 36	47779 71
2 Bruce	6665 00	81779 81	34292 31	122737 12
3 Carleton	4151 00	42458 04	14016 86	60625 90
4 Dufferin	2838 00	28743 73	9727 03	41308 76
5 Dundas	2567 00	33197 15	7155 45	42919 60
6 Durham	3117 00	42012 84	17930 28	63060 12
7 Elgin	3726 00	50389 85	15646 65	69762 50
8 Essex	5019 00	57174 47	24517 26	86710 73
9 Frontenac	4019 00	30024 40	11340 04	45383 44
10 Glengarry	2597 00	20548 73	4199 65	27345 38
11 Grey	7058 00	79262 18	22119 25	108439 43
12 Haldimand	2946 00	34940 56	20856 70	58743 26
13 Haliburton	2754 00	7639 89	3645 52	14039 41
14 Halton	2281 00	30692 76	12166 60	45140 36
15 Hastings	5629 00	51915 87	18945 70	76490 57
16 Huron	6896 00	81694 51	25532 43	114122 94
17 Kent	4082 00	55685 86	36255 42	96023 28
18 Lambton	4861 00	72856 02	30875 35	108592 37
19 Lanark	3723 00	42913 96	13847 80	60484 76
20 Leeds and Grenville	6299 00	69589 17	22439 76	98327 93
21 Lennox and Addington	3052 00	28691 78	10007 99	41751 77
22 Lincoln	2559 00	30952 49	12990 94	46502 43
23 Middlesex	7380 00	95135 78	26726 07	129241 85
24 Norfolk	3419 00	37983 21	22293 93	63696 14
25 Northumberland	4123 00	45702 93	21438 30	71264 23
26 Ontario	4827 00	61437 60	26680 31	92944 91
27 Oxford	3951 00	54556 25	26132 11	84639 36
28 Peel	2563 00	35782 94	13288 68	51634 62
29 Perth	4175 00	53274 45	18119 95	75569 40
30 Peterborough	3289 00	32420 07	6760 75	42469 82
31 Prescott and Russell	3738 00	41614 88	10062 68	55415 56
32 Prince Edward	1890 00	26087 10	7776 97	35754 07
33 Renfrew	6441 00	36952 29	16103 09	59496 38
34 Simcoe and Muskoka	9093 00	93011 59	31297 45	133402 04
35 Stormont	2002 00	24013 81	4220 76	30236 57
36 Victoria	7343 00	50373 19	15483 79	73199 98
37 Waterloo	3425 00	53196 36	45591 48	102212 84
38 Welland	2679 00	31626 03	19415 91	53720 99
39 Wellington	5521 00	59833 95	24287 89	89642 84
40 Wentworth	3225 00	35359 19	16568 08	55152 27
41 York	6272 00	75291 14	66897 17	148460 31
42 Districts	13909 81	53549 82	20963 83	88423 46
Total	$188217 81	$1996272 05	$828379 55	$3012869 41
CITIES.				
1 Belleville	1081 00	10951 55	609 74	12642 29
2 Brantford	1638 00	15000 00	2283 90	18921 90
3 Guelph	1121 00	12615 44	89 25	13825 69
4 Hamilton	4617 00	68932 83	81969 75	155519 58
5 Kingston	1646 00	25298 03	841 00	27785 03
6 London	3157 00	33000 00	19886 14	56043 14
7 Ottawa	2086 00	42433 53	9101 07	53620 60
8 St. Catharines	1017 00	13521 74	424 26	14963 00
9 St. Thomas	1456 00	12134 27	1589 95	15180 22
10 Stratford	1159 00	11550 00	523 51	13232 51
11 Toronto	16607 00	554099 86	57594 32	628301 18
12 Total	$35585 00	$799537 25	$174912 89	$1010035 14

Schools of Ontario.

EXPENDITURE.

	For Teachers' Salaries.	For Sites and building School houses.	For Maps, Apparatus, Prizes and Libraries.	For Rent and Repairs, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.	Average cost per Pupil.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	24235 67	7652 97	450 93	8395 25	40734 82	7044 89	9 83
2	69078 72	18943 17	792 52	15598 46	104412 87	18324 25	6 59
3	37850 25	8056 79	451 33	7882 76	54241 13	6384 77	6 61
4	24900 48	4837 87	409 87	6218 35	36366 57	4942 19	6 21
5	27962 30	4157 43	214 27	6542 48	38856 48	4063 12	7 22
6	37818 58	7844 22	196 35	7717 40	53606 55	9453 57	8 35
7	41956 38	5457 97	405 03	9601 65	57421 03	12341 47	7 69
8	46052 69	8993 22	1250 51	14217 45	70513 87	16196 86	7 09
9	28820 02	2591 05	700 24	5645 79	37757 10	7626 34	5 95
10	19159 78	2026 05	116 45	3024 73	24327 01	3018 37	5 36
11	71527 76	9738 27	997 28	12224 83	94488 14	13951 29	5 72
12	31486 84	8777 26	325 09	7551 36	48140 55	10602 71	8 40
13	8515 65	1890 56	57 26	1485 58	11949 05	2090 36	7 20
14	26754 13	4970 30	178 65	6664 01	38567 09	6573 27	8 39
15	49680 46	6388 55	327 39	8530 38	64926 78	11563 79	6 75
16	74963 99	7996 04	979 62	14624 02	98563 67	15559 27	6 57
17	47599 90	11627 12	655 16	14900 58	74782 76	21240 52	7 61
18	61127 04	11486 46	1249 18	16873 35	90736 03	17856 34	7 90
19	33872 00	6840 86	256 82	8261 60	49231 28	11253 48	7 58
20	64305 23	5512 94	415 56	15334 35	85568 08	12759 85	6 69
21	28678 00	1792 35	159 64	6031 61	36661 60	5090 17	6 92
22	27441 77	516 13	424 43	6979 11	35361 44	11140 99	7 96
23	76783 76	12855 93	952 36	18601 22	109193 27	20048 58	7 90
24	35143 42	3870 48	430 05	8711 72	48455 67	15240 47	6 42
25	40412 18	12321 27	227 12	8847 22	61807 79	9456 44	8 04
26	51939 11	12631 78	673 46	15887 01	81131 36	11813 55	8 31
27	49395 38	1687 20	497 20	12013 23	63593 01	21046 35	7 31
28	32403 82	767 25	163 18	7503 57	40837 82	10796 80	7 01
29	44014 00	9994 17	534 08	9338 91	63881 16	11688 24	7 45
30	28841 71	1982 43	188 99	6237 33	37250 46	5219 36	6 43
31	35452 94	4918 60	316 25	5715 78	46403 57	9011 99	5 30
32	25251 87	732 64	106 05	4896 40	30986 96	4767 11	7 96
33	34645 61	8110 87	702 41	7628 31	51087 20	8409 18	6 12
34	83717 95	10214 23	1161 12	16084 75	111178 05	22223 99	6 15
35	19347 00	4757 35	124 40	4296 73	28525 48	1711 09	6 45
36	47303 08	6317 36	1343 11	10957 72	65921 27	7278 71	6 73
37	45417 54	12416 58	549 50	9402 35	67785 97	34426 87	8 71
38	29608 37	2127 93	222 36	8986 38	40945 04	12775 95	7 39
39	54868 09	4685 31	692 25	13124 41	73370 06	16272 78	6 64
40	33807 77	2883 97	481 30	7503 32	44676 36	10475 91	7 16
41	67365 92	33869 71	1493 82	17210 53	119939 98	28520 33	9 30
42	47943 09	13453 11	322 23	11718 15	73436 58	14986 88	8 07
	1767780 25	308675 75	22194 82	408970 14	2507620 96	505248 45	7 14
1	9438 40	.....	.....	3182 68	12621 08	21 21	7 14
2	10773 30	1364 10	1039 35	5705 87	18882 62	39 28	7 35
3	9864 47	.....	70 97	3767 95	13703 39	122 30	6 92
4	63470 57	64474 18	478 17	27018 40	155441 32	78 26	18 79
5	15864 97	1688 00	393 25	9838 27	27784 49	54	10 39
6	25623 08	2586 86	692 69	8950 81	37853 44	18189 70	7 12
7	27294 31	4081 85	350 00	16820 23	48546 39	5074 21	12 48
8	10586 82	.....	.....	3847 86	14434 68	528 32	8 65
9	10556 70	.....	4 50	2738 42	13309 62	1870 60	5 84
10	8582 50	1006 40	14 20	3347 63	12950 73	281 78	7 12
11	194152 22	286846 55	933 77	91541 97	573474 51	54826 67	20 28
12	386217 34	362047 94	3976 90	176760 09	929002 27	81032 87	15 35

V.—TABLE E.—The Public

TOWNS.	Receipts.			
	For Teachers' Salaries (Legislative Grant.)	Municipal Grants and Assessments.	Clergy Reserve Fund, Balances, and other sources.	Total Receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
1 Almonte	336 00	6183 92	813 10	7333 02
2 Amherstburg	155 00	2925 00	679 27	3759 27
3 Aurora	265 00	2700 00	2065 51	5030 51
4 Aylmer	306 00	4061 38	2794 91	7162 29
5 Barrie	627 00	6277 25	60 00	6964 25
6 Berlin	894 00	7931 57	372 00	9197 57
7 Blenheim	190 00	1581 99	1272 02	3044 01
8 Bothwell	118 00	976 61	1069 96	2164 57
9 Bowmanville	492 00	5539 00	25377 95	31408 95
10 Bracebridge	.....	3086 00	873 39	3959 39
11 Brampton	581 00	4215 90	963 21	5760 11
12 Brockville	874 00	6926 00	2895 20	10695 20
13 Chatham	1095 00	14236 97	378 25	15710 22
14 Clinton	546 00	3350 00	393 77	4289 77
15 Cobourg	612 00	4350 00	685 19	5647 19
16 Collingwood	614 00	6700 00	832 39	8146 39
17 Cornwall	510 00	3505 01	1624 33	5639 34
18 Deseronto	351 00	2517 54	684 23	3552 77
19 Dresden	247 00	3153 00	3401 08	7101 08
20 Dundas	366 00	3891 50	3070 38	7327 88
21 Durham	299 00	1350 00	520 40	2169 40
22 Forest	219 00	2200 00	903 65	3322 65
23 Galt	1028 00	8691 89	776 02	10495 91
24 Goderich	610 00	4415 73	354 56	5380 29
25 Gravenhurst	258 00	2738 12	4032 88	7029 00
26 Harriston	248 00	2473 71	144 22	2865 93
27 Ingersoll	721 00	9224 20	1212 34	11157 54
28 Kincardine	479 00	4283 00	93 28	4855 28
29 Lindsay	619 00	19165 60	162 35	19946 95
30 Listowel	393 00	3217 00	5 93	3615 93
31 Meaford	427 00	3375 00	397 05	4199 05
32 Milton	332 00	2412 97	884 90	3629 87
33 Mitchell	452 00	3098 00	544 90	4094 90
34 Mount Forest	462 00	2875 00	492 20	3829 20
35 Napanee	570 00	4001 93	336 39	4908 32
36 Newmarket	370 00	2300 00	1856 54	4526 54
37 Niagara	156 00	1350 00	15 19	1521 19
38 Niagara Falls	300 00	7800 00	2137 62	10237 62
39 Oakville	177 00	1845 30	31 50	2053 80
40 Orangeville	672 00	1932 50	2556 80	5161 30
41 Orillia	413 00	9800 00	1525 24	11738 24
42 Oshawa	463 00	5485 00	164 53	6112 53
43 Owen Sound	917 00	9950 00	436 38	11303 38
44 Palmerston	242 00	1653 47	51 65	1947 12
45 Paris	376 00	4539 71	2665 35	7581 06
46 Parkhill	176 00	2125 00	413 83	2714 83
47 Parry Sound	173 00	500 00	1916 40	2589 40
48 Pembroke	304 00	3357 94	344 64	4006 58
49 Penetanguishene	256 00	779 75	411 78	1447 53
50 Perth	554 00	5204 13	1957 04	7715 17
51 Peterborough	785 00	9140 00	14141 81	24066 81
52 Petrolea	518 00	8500 00	1776 69	10794 69
53 Picton	461 00	3750 00	4353 65	8564 65
54 Port Arthur	495 00	3635 00	827 50	4957 50
55 Port Hope	825 00	6358 43	155 00	7338 43
56 Prescott	399 00	2616 25	121 40	3136 65
57 Ridgetown	261 00	2350 00	359 67	2970 67
58 Sandwich	157 00	1857 00	23 10	2037 10
59 Sarnia	800 00	6526 00	317 44	7643 44
60 Sault Ste Marie	116 00	2175 00	13646 77	15937 77

Schools of Ontario.

EXPENDITURE.

	For Teachers' Salaries.	For Sites and building School houses.	For Maps, Apparatus, Prizes and Libraries.	For Rent and Repairs, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.	Average cost per Pupil.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	3330 00	.....	.....	676 08	4006 08	3326 94	7 38
2	1866 41	76 62	....	1744 72	3687 75	71 52	10 87
3	2199 98	2 50	5 31	1376 89	3584 68	1445 83	7 36
4	2933 10	683 40	.....	2054 53	5671 03	1491 26	10 44
5	5937 96	.....	30 65	995 64	6964 25	.....	6 63
6	6627 13	.....	139 66	2430 78	9197 57	.....	7 47
7	2069 50	.....	.....	578 93	2648 43	395 58	6 26
8	1042 48	156 25	....	184 08	1382 81	781 76	5 83
9	3931 25	18461 84	138 73	8375 82	30907 64	501 31	39 73
10	1900 32	.....	... .	2052 07	3952 39	7 00	7 64
11	4013 46	65 13	84 25	1387 99	5550 83	209 28	7 77
12	7263 56	.....	.....	3212 72	10476 28	218 92	7 75
13	10704 01	....	.. ..	4664 05	15368 06	342 16	8 04
14	3137 20	....	170 28	811 67	4119 15	170 62	6 54
15	4212 00	107 00	... ...	690 06	5009 06	638 13	7 08
16	5318 73	1142 60	124 92	1379 68	7965 93	180 46	5 95
17	3260 00	....	110 00	1740 13	5110 13	529 21	7 52
18	2376 65	161 34	100 75	386 63	3025 37	527 40	4 62
19	2516 25	.....	.....	860 92	3377 17	3723 91	6 18
20	2999 37	149 84	.. ..	884 09	4033 30	3294 58	6 98
21	1716 60	... .	.....	452 80	2169 40	... .	5 85
22	2382 00	....	.....	494 61	2876 61	446 04	6 49
23	8226 05	.....	26 00	1635 88	9887 93	607 98	6 18
24	3793 68	....	.....	1586 61	5380 29	.....	6 52
25	2543 15	2873 92	8 10	1598 49	7023 66	5 34	9 92
26	2150 00	....	.....	693 35	2843 35	22 58	5 46
27	5400 00	.....	.....	5104 86	10504 86	652 68	12 12
28	3490 07	....	45 15	1209 19	4744 41	110 87	6 12
29	5737 59	242 95	.....	13962 77	19943 31	3 64	21 04
30	3000 00	....	.....	612 43	3612 43	3 50	5 25
31	2925 00	.....	.....	909 52	3834 52	364 53	6 59
32	2355 88	742 10	.....	251 03	3349 01	280 86	8 27
33	3258 00	.....	....	541 58	3799 58	295 32	7 33
34	2670 00	.....	35 00	973 28	3678 28	150 92	5 63
35	3544 64	....	.....	1351 53	4896 17	12 15	6 77
36	2255 00	.....	24 15	566 63	2845 78	1680 76	6 44
37	1250 00	....	14 00	243 83	1507 83	13 36	5 96
38	2772 52	3043 55	67 60	1090 67	6974 34	3263 28	13 31
39	1510 00	43 33	2 09	461 50	2016 92	36 88	5 89
40	3673 42	46 40	23 05	1191 73	4934 60	226 70	6 85
41	5348 96	5224 24	.....	1165 04	11738 24	.....	10 12
42	4310 00	.....	.....	1424 58	5734 58	377 95	6 71
43	5494 00	3850 05	.....	1849 47	11193 52	109 86	8 27
44	1575 00	....	.....	372 12	1947 12	.....	4 59
45	3019 27	18 00	74 95	1821 66	4933 88	2647 18	8 09
46	2075 00	.....	....	499 98	2574 98	139 85	7 69
47	2025 66	.....	.....	563 74	2589 40	....	5 74
48	2784 30	....	.....	857 05	3641 35	365 23	6 79
49	980 00	.....	.....	240 94	1220 94	226 59	3 47
50	3033 79	885 22	.....	3771 97	7690 98	24 19	13 49
51	7309 49	10449 50	.....	6307 82	24066 81	.....	15 84
52	4995 96	3692 91	150 00	1955 82	10794 69	.....	10 26
53	3554 96	.....	.....	4986 95	8541 91	22 74	15 61
54	2785 64	.....	.....	2136 20	4921 84	35 66	11 83
55	5825 00	.....	.....	1513 43	7338 43	.....	7 00
56	2565 00	.. ..	.....	529 01	3094 01	42 64	7 81
57	2487 50	.....	.....	483 17	2970 67	.....	5 49
58	1600 00	....	125 70	182 86	1908 56	128 54	6 02
59	4800 00	.....	30 00	2813 44	7643 44	.....	6 52
60	1809 21	11859 64	....	801 55	14470 40	1467 37	32 30

V.—TABLE E.—The Public

TOWNS—*Continued.*	Receipts. For Teachers Salaries (Legislative Grant.)	Municipal Grants and Assessments.	Clergy Reserve Fund, Balances, and other sources.	Total Receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
61 Seaforth	345 00	2900 00	2790 76	6035 76
62 Simcoe	514 00	2954 67	.....	3468 67
63 Smiths Falls	432 00	2731 99	177 47	3341 46
64 Stayner	145 00	1916 54	2141 12	4202 66
65 St. Marys	393 00	4120 00	745 87	5258 87
66 Strathroy	629 00	5150 00	522 26	6301 26
67 Thornbury	156 00	1689 60	380 60	2226 20
68 Thorold	239 00	2793 17	399 41	3431 58
69 Tilsonburg	291 00	2954 33	527 70	3773 03
70 Trenton	395 00	4500 00	624 18	5519 18
71 Uxbridge	270 00	2982 24	449 39	3701 63
72 Walkerton	545 00	3444 43	3192 88	7182 31
73 Waterloo	348 00	3900 00	538 38	4786 38
74 Welland	399 00	2650 00	418 26	3467 26
75 West Toronto Junction	165 00	5302 99	39149 27	44617 26
76 Whitby	495 00	4537 78	315 49	5348 27
77 Windsor	1146 00	11982 35	492 93	13621 28
78 Wingham	273 00	2791 40	333 89	3398 29
79 Woodstock	1239 00	14737 13	1697 37	17673 50
Total	35081 00	357499 89	168271 96	560852 85
TOTALS.				
1 Counties, etc.	188217 81	1996272 05	828379 55	3012869 41
2 Cities	35585 00	799537 25	174912 89	1010035 14
3 Towns	35081 00	357499 89	168271 96	560852 85
4 Grand total, 1889	258883 81	3153309 19	1171564 40	4583757 40
5 Grand total, 1888	257055 80	2923214 88	997966 96	4178237 64
6 Increase	1828 01	230094 31	173597 44	405519 76
7 Decrease	.....	.....	.....	.....
Percentage of Grand total	5.64	68.80	25.56	.....

Schools of Ontario.

EXPENDITURE.

	For Teachers' Salaries.	For Sites and building School houses.	For Maps, Apparatus, Prizes and Libraries.	For Rent and Repairs, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances	Average cost per Pupil.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
61	3066 50	1951 55	19 28	777 41	5814 74	221 02	8 29
62	2518 67	....	.....	950 00	3468 67	.....	5 93
63	2560 00	....	16 45	765 01	3341 46	.....	4 59
64	1742 90	78 42	.....	1816 22	3637 54	565 12	7 27
65	3148 25	....	.....	1727 08	4875 33	383 54	5 22
66	4545 99	.....	.....	1739 94	6285 93	15 33	7 70
67	1510 00	.....	5 10	607 56	2122 66	103 54	6 74
68	2215 00	709 10	....	486 26	3410 36	21 22	7 53
69	2720 73	... .	.....	690 53	3411 26	361 77	6 94
70	2988 79	227 70	50 00	2252 69	5519 18	.....	7 81
71	2658 33	141 25	143 18	758 87	3701 63	.....	7 74
72	3255 00	36 97	....	2961 08	6253 05	929 26	9 44
73	3394 08	....	17 50	738 03	4149 61	636 77	7 34
74	2445 00	.....	12 00	949 54	3406 54	60 72	6 52
75	3736 98	29799 99	998 01	2085 98	36620 96	7996 30	41 85
76	4066 00	.....	.....	1282 27	5348 27	.....	5 72
77	9193 21	. .....	.....	4148 13	13341 34	279 94	7 56
78	2446 99	.....	30 00	759 26	3236 25	162 04	5 73
79	8441 40	5547 55	.....	3641 34	17630 29	43 21	9 85
	277325 52	102470 86	2821 86	134833 77	517452 01	43400 84	9 19
1	1767780 25	308675 75	22194 82	408970 14	2507620 96	505248 45	7 14
2	386217 34	362047 94	3976 90	176760 09	929002 27	81032 87	15 35
3	277325 52	102470 86	2821 86	134833 77	517452 01	43400 84	9 19
4	2431323 11	773194 55	28993 58	720564 00	3954075 24	629682 16	8 44
5	2403231 39	490174 19	26701 21	679254 99	3599361 78	578875 86	7 75
6	28091 72	283020 36	2292 37	41309 01	354713 46	50806 30	0 69
7	.....	.....	.....	.....	.....	.....	.....
	61.49	19.56	.73	18.22	.....	.....	.....

VI.—TABLE F.—The Roman Catholic

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	Number of Schools.	RECEIPTS. Amount of Legislative Grant for Teachers' Salaries.	Amount Received from School Rate on Supporters.	Amount subscribed and from other sources.	Total amount received.	EXPENDI- Amount paid to Teachers.	Amount paid for Sites and building School Houses.	Amount paid for Maps, Apparatus, Prizes and Libraries,
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Bruce	3	138 50	1210 79	635 64	1984 93	905 00	91 62	.... ..
2 Carleton	11	257 50	4432 00	1718 98	6408 48	2671 19	2008 72	37 41
3 Essex	5	162 00	1536 16	1136 03	2834 19	1873 19	189 73	13 60
4 Frontenac	5	130 50	1784 62	354 02	2269 14	1550 00	19 48	.....
5 Glengarry	6	345 50	2223 10	199 66	2768 26	2157 09	24 00	23 10
6 Grey	8	235 50	2311 98	312 14	2859 62	2176 00	5 13	30 00
7 Hastings	1	20 50	105 81	85 98	212 29	137 00	64 20	.....
8 Huron	4	105 50	1484 57	474 30	2064 37	1282 50	149 80	25
9 Kent	5	245 00	2341 11	401 42	2987 53	1975 00	210 91	27 01
10 Lambton	2	45 00	541 31	195 81	782 12	540 00	....	.....
11 Lanark	1	40 00	90 00	80	130 80	96 00	31 00	.....
12 Leeds and Grenville	5	259 00	863 11	1263 69	2385 80	1307 25	403 05	55 50
13 Lennox & Addington	2	27 50	374 49	91 16	493 15	386 97	....	.....
14 Lincoln	2	75 50	703 02	1792 31	2570 83	908 00	700 00	13 60
15 Middlesex	4	165 00	1242 27	677 59	2084 86	1185 00	661 62	9 00
16 Norfolk	1	24 00	399 88	138 05	561 93	275 00	111 35	9 00
17 Northumberland	5	106 50	1233 69	321 06	1661 25	1020 00	87 27	.....
18 Ontario	1	59 50	302 29	335 48	697 27	361 00	40 96	.....
19 Peel	1	20 00	189 50	71 58	281 08	250 00	.....	.....
20 Perth	4	91 50	1464 86	244 31	1800 67	1120 00	130 35	3 00
21 Peterborough	2	103 00	500 53	76 12	679 65	485 00	4 00	.....
22 Prescott and Russell	22	898 00	5794 57	2740 36	9432 93	5302 74	1050 36	38 95
23 Renfrew	4	371 00	2945 47	1182 97	4499 44	2621 00	456 80	.....
24 Simcoe	3	124 50	526 80	1039 38	1690 68	1030 00	... .	36 71
25 Stormont	4	199 00	1243 19	217 50	1659 69	1372 00	12 77	13 48
26 Waterloo	6	255 50	2309 20	1336 39	3901 09	2370 00	284 68	17 90
27 Welland	2	92 00	464 70	127 35	684 05	461 05	....	15 00
28 Wellington	8	399 00	3387 45	2275 01	6061 46	2380 00	2377 07	128 40
29 Wentworth	1	45 50	150 00	68 44	263 94	242 91	10 00	1 00
30 York	2	77 50	194 67	335 11	607 28	475 00	50 00	.....
31 Districts	10	462 69	3965 43	476 69	4904 81	2941 90	332 39	51 40
Totals	140	5581 69	46316 57	20325 33	72223 59	41857 79	9507 26	524 31
CITIES.								
1 Belleville	4	244 50	1124 78	1072 18	2441 46	1198 97	148 30	.....
2 Brantford	1	155 50	964 85	355 28	1475 63	1025 00	....	23 95
3 Guelph	3	224 50	2785 25	351 25	3361 00	1700 00	638 00	70 00
4 Hamilton	6	775 50	25710 29	1100 93	27586 72	3399 96	14609 95	644 00
5 Kingston	5	483 50	3685 00	382 79	4551 29	3100 00	.....	136 12
6 London	4	428 50	3562 90	198 37	4189 77	2029 00	450 00	181 07
7 Ottawa	15	2461 00	23375 00	13365 37	39201 37	18588 49	6829 73	295 00
8 Stratford	2	190 50	1777 95	325 96	2294 41	1400 00	401 00	100 52
9 St. Catharines	4	280 00	4048 32	620 65	4948 97	2100 00	1512 50	39 28
10 St. Thomas	1	149 50	1519 62	129 01	1798 13	800 00	400 00	.....
11 Toronto	13	2330 50	38836 00	599 75	41766 25	14510 41	10726 07	330 60
Totals	58	7723 50	107389 96	18501 54	133615 00	49851 83	35715 55	1820 54

Separate Schools of Ontario.

	TURE.			PUPILS.			ATTENDANCE.							
	Amount paid for all other purposes.	Total amount expended.	Balances.	Number of Pupils.	Boys.	Girls.	Average attendance.	Percentage of Average to Total Attendance.	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.	Average cost per Pupil.
	$ c.	$ c.	$ c.												$ c.
1	830 91	1827 53	157 40	345	191	154	208	60	9	44	57	70	102	63	5 30
2	1240 42	5957 74	450 74	960	388	572	429	45	159	255	312	119	115	....	6 20
3	663 09	2739 61	94 58	437	216	221	162	37	32	69	107	127	100	2	6 27
4	433 30	2002 78	266 36	268	120	148	122	46	21	48	74	57	58	10	7 48
5	363 53	2567 72	200 54	608	295	313	308	51	44	102	117	97	188	60	4 22
6	354 43	2565 56	294 06	406	225	181	169	41	45	84	106	108	59	4	6 32
7	55	201 75	10 54	35	17	18	17	50	5	10	20	....	....	....	5 74
8	193 97	1626 52	437 85	222	124	98	105	48	18	24	44	67	59	10	7 32
9	554 82	2767 74	219 79	425	218	207	225	53	42	73	110	92	99	9	6 51
10	139 88	679 88	102 24	116	64	52	55	47	2	33	22	30	29	....	5 86
11	2 15	129 15	1 65	23	10	13	8	35	7	8	8	....	....	....	5 61
12	492 60	2258 40	127 40	211	95	116	105	50	19	35	35	48	59	15	10 70
13	77 04	464 01	29 14	75	36	39	28	38	17	13	16	16	13	....	6 18
14	533 41	2155 01	415 82	156	97	59	98	63	4	23	39	37	52	1	13 81
15	139 82	1995 44	89 42	169	95	74	80	48	7	23	57	44	38	....	11 81
16	31 20	426 55	135 38	59	37	22	21	37	6	8	23	12	10	....	7 23
17	317 05	1424 32	236 93	194	103	91	86	45	16	37	54	39	44	4	7 34
18	233 19	635 15	62 12	107	63	44	57	54	6	16	26	16	33	10	5 93
19	30 65	280 65	43	53	24	29	21	40	3	10	22	14	4	....	5 30
20	162 98	1416 33	384 34	214	111	103	105	50	11	38	45	69	50	1	6 62
21	80 66	569 66	109 99	80	45	35	28	36	15	12	26	13	14	....	7 12
22	1084 52	7476 57	1956 36	1764	866	898	918	52	167	258	585	328	298	128	4 24
23	460 47	3538 27	961 17	682	373	309	429	62	28	122	146	146	177	63	5 19
24	622 50	1689 21	1 47	221	128	93	115	52	12	39	53	28	51	38	7 64
25	144 08	1542 33	117 36	376	177	199	166	44	43	74	90	63	90	16	4 10
26	466 20	3138 78	762 31	586	319	267	350	60	30	98	111	130	158	59	5 36
27	76 96	553 01	131 04	139	61	78	73	52	5	9	33	30	51	11	3 98
28	516 90	5402 37	659 09	584	314	270	321	55	19	66	148	132	180	39	9 27
29	10 03	263 94	.....	28	15	13	15	50	1	4	6	7	10	....	9 43
30	64 00	589 00	18 28	133	79	54	59	45	14	21	39	31	25	3	4 43
31	1341 93	4667 62	237 19	890	482	408	383	43	121	161	225	193	151	39	5 25
	11663 24	63552 60	8670 99	10566	5388	5178	5266	50	928	1817	2756	2163	2317	585	6 02
1	978 47	2325 74	115 72	385	189	196	252	65	11	37	84	96	130	27	6 05
2	306 20	1355 15	120 48	275	138	137	170	62	15	47	63	74	76	....	4 93
3	936 77	3344 77	16 23	392	233	159	224	57	18	51	91	94	138	....	8 53
4	2713 44	21367 35	6219 37	1825	856	969	981	54	79	230	559	453	504	....	11 71
5	1246 74	4482 86	68 43	1009	534	475	558	55	61	114	185	226	423	....	4 45
6	1317 03	3977 10	212 67	744	380	364	442	60	9	44	158	180	348	5	5 35
7	13194 77	38907 99	293 38	4661	2288	2373	2709	58	405	615	1116	964	843	718	8 35
8	148 00	2049 52	244 89	316	171	145	195	62	3	25	63	79	124	22	6 48
9	1006 79	4658 57	290 40	473	272	201	288	61	13	48	108	90	184	30	9 85
10	459 55	1659 55	138 58	268	132	136	169	63	....	5	87	52	114	10	6 20
11	16199 17	41766 25	.....	4392	2350	2042	2299	52	304	538	1024	973	1553	....	9 51
	38506 93	125894 85	7720 15	14740	7543	7197	8287	56	918	1754	3538	3281	4437	812	8 54

VI.—TABLE F.—The Roman Catholic

TOWNS.	Number of Schools.	RECEIPTS. Amount of Legislative Grant for Teachers' Salaries.	Amount received from School Rate on Supporters.	Amount subscribed and from other sources.	Total amount received.	EXPENDI- Amount paid to Teachers.	Amount paid for Sites and building School Houses.	Amount paid for Maps, Apparatus, Prizes and Libraries,
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Almonte	1	86 00	1149 03	4013 21	5248 24	783 70	717 84	13 50
2 Amherstburg	2	156 00	2130 00	1478 91	3764 91	1757 00	1274 88	13 15
3 Barrie	1	97 50	981 24	238 34	1317 08	950 00	7 00	.. .
4 Berlin	2	137 00	1567 39	636 79	2281 18	705 00	583 44	58 24
5 Brockville	3	250 00	2279 94	67 77	2597 71	1760 00	312 50	33 30
6 Chatham	1	145 50	1829 81	511 68	2486 99	2025 00	....	12 00
7 Cobourg	1	159 50	800 00	13 52	973 02	800 00	....	.....
8 Cornwall	3	457 00	1840 61	1322 61	3620 22	2186 00	140 00	27 50
9 Dundas	2	155 50	837 86	437 67	1431 03	800 00	.....	.....
10 Galt	1	60 00	359 67	66 06	485 73	325 00	....	12 88
11 Goderich	1	65 00	444 00	0 88	509 88	400 00	.....	... .
12 Ingersoll	1	79 50	804 10	263 29	1146 89	500 00	129 00	23 00
13 Lindsay	2	279 50	2704 00	779 05	3762 55	2137 50	.....	53 77
14 Newmarket	1	38 50	373 66	265 48	677 64	500 00	14 00	.....
15 Niagara Falls	1	79 00	742 37	453 05	1274 42	509 28	.... .	31 88
16 Oakville	1	34 00	157 05	109 45	300 50	280 45	8 80	.....
17 Orillia	1	90 50	1490 95	727 83	2309 28	674 00	.....	4 50
18 Oshawa	1	69 00	643 00	164 86	876 86	600 00	31 30	... ..
19 Owen Sound	1	69 00	392 63	427 39	889 02	350 00	10 00	22 74
20 Paris	1	64 00	504 74	324 05	892 79	400 00	.....	5 50
21 Parkhill	1	33 00	300 00	55 00	388 00	320 00	....	.....
22 Pembroke	1	223 00	3244 20	494 61	3961 81	2096 25	596 00	.....
23 Perth	1	109 50	636 40	7 45	753 35	600 00	13 40	.....
24 Peterborough	3	354 50	2970 53	115 15	3440 18	2635 66	86 03	232 00
25 Picton	1	44 50	376 04	176 62	597 16	400 00	....	.....
26 Port Arthur	1	185 50	904 07	694 10	1783 67	1190 00	113 10	.....
27 Prescott	1	130 00	782 09	343 67	1255 76	1020 00	.....	.....
28 Sarnia	2	85 00	901 00	169 80	1155 80	912 50	.....	....
29 Sault Ste. Marie	1	60 00	142 20	2848 20	3050 40	351 00	2352 67	235 70
30 St. Mary's	1	43 00	314 33	92 14	449 47	350 00	.....	4 00
31 Thorold	2	124 50	899 39	118 40	1142 29	1000 00	.....	.....
32 Trenton	1	117 00	1722 00	4434 11	6273 11	1261 65	4244 21	.....
33 Whitby	1	34 50	256 00	78 46	368 96	232 50	.....	.....
Totals	45	4116 00	35420 30	21929 60	61465 90	30812 49	10634 17	783 66
TOTALS.								
1 Counties, etc.	140	5581 69	46316 57	20325 33	72223 59	41857 79	9507 26	524 31
2 Cities	58	7723 50	107389 96	18501 54	135615 00	49851 83	35715 55	1820 54
3 Towns	45	4116 00	35420 30	21929 60	61465 90	30812 49	10634 17	783 66
4 Grand Total, 1889	243	17421 19	189126 83	60756 47	267304 49	122522 11	55856 98	3128 51
5 do 1888	238	17454 70	157780 35	102879 28	278114 33	118306 86	85797 87	2680 06
6 Increase	5	.....	31346 48	.....	.....	4215 25	.....	448 45
7 Decrease	....	33 51	....	42122 81	10809 84	.....	29940 89	.....

Separate Schools of Ontario.

	TURE.					PUPILS.			ATTENDANCE.								
	Amount paid for all other purposes.		Total amount expended.		Balances.	Number of Pupils.	Boys.	Girls.	Average attendance.	Percentage of Average to Total Attendance.	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.	Average cost per Pupil.
	$	c.	$	c.	$ c.												$ c.
1	3566	47	5081	51	166 73	192	92	100	107	56	12	18	52	41	67	2	26 46
2	456	88	3501	91	263 00	300	139	161	192	64	11	19	57	63	134	16	11 67
3	360	08	1317	08	.....	226	127	99	140	62	5	13	34	45	77	52	5 83
4	601	62	1948	30	332 88	310	161	149	175	56	6	29	58	65	120	32	6 29
5	471	99	2577	79	19 92	398	176	222	268	67	29	36	63	34	232	4	6 48
6	436	99	2473	99	13 00	265	138	127	163	62	13	27	40	60	113	12	9 34
7	161	28	961	28	11 74	211	103	108	148	70	4	14	33	50	95	15	4 55
8	1100	68	3454	18	166 04	887	458	429	488	55	32	98	195	261	237	64	3 90
9	203	57	1003	57	427 46	190	110	80	143	75	6	12	63	38	71	....	5 28
10	62	30	400	18	85 55	110	55	55	73	66	3	6	23	19	45	14	3 64
11	105	00	505	00	4 88	128	55	73	79	62	4	8	26	31	59	....	3 95
12	349	02	1001	02	145 87	126	67	59	87	69	....	6	25	29	53	13	7 95
13	933	20	3124	47	638 08	470	200	270	330	70	2	18	65	72	174	139	6 65
14	63	69	577	69	99 95	72	40	32	44	61	2	5	14	19	26	6	8 02
15	201	19	742	35	532 07	136	60	76	91	67	1	7	19	21	88	....	5 46
16	11	25	300	50	.....	60	32	28	42	70	....	5	9	12	23	11	5 01
17	92	97	771	47	1537 81	219	109	110	154	70	1	13	28	57	104	16	3 52
18	85	61	716	91	159 95	118	57	61	76	65	3	11	20	22	53	9	6 08
19	182	56	565	30	323 72	122	53	69	53	44	10	14	45	22	29	2	4 62
20	107	55	513	05	379 74	85	38	47	59	69	2	3	5	15	26	34	6 04
21	40	50	360	50	27 50	69	31	38	36	52	4	8	20	15	22	....	5 23
22	799	35	3491	60	470 21	477	274	203	290	61	27	52	136	89	121	52	7 32
23	110	92	724	32	29 03	143	71	72	99	69	20	16	39	25	28	15	5 07
24	429	75	3383	44	56 74	695	359	336	432	63	29	62	150	134	266	54	4 88
25	197	16	597	16	.....	66	34	32	41	62	....	8	10	14	18	16	9 05
26	294	11	1597	21	186 46	143	80	63	95	06	2	7	37	34	63	....	11 17
27	230	00	1250	00	5 76	218	109	109	139	64	16	21	38	44	96	3	5 73
28	147	00	1059	50	96 30	255	126	129	85	34	50	48	59	60	38	....	4 16
29	16	50	2955	87	94 53	115	56	59	44	37	25	20	22	21	23	4	25 70
30	21	50	375	50	73 97	81	43	38	51	63	1	8	18	12	42	....	4 64
31	142	29	1142	29	.....	210	104	106	144	69	10	14	31	31	110	14	5 44
32	655	00	6160	86	112 25	341	192	149	201	59	10	37	113	95	84	2	18 07
33	124	60	357	10	11 86	46	27	19	31	67	2	5	7	17	15	....	7 76
	12762	58	54992	90	6173 00	7484	3776	3708	4600	61	342	668	1554	1567	2752	601	7 35
1	11663	24	63552	60	8670 99	10566	5388	5178	5266	50	928	1817	2756	2163	2317	585	6 02
2	38506	93	125894	85	7720 15	14740	7543	7197	8287	56	918	1754	3538	3281	4437	812	8 54
3	12762	58	54992	90	6473 00	7484	3776	3708	4600	61	342	668	1554	1567	2752	601	7 35
4	62932	75	244440	35	22864 14	32790	16707	16083	18153	56	2188	4239	7848	7011	9506	1998	7 45
5	53218	58	260003	37	18110 96	31323	15805	15518	17136	55	2256	4231	7719	7331	8631	1155	8 35
6	9714	17	.....		4753 18	1467	902	565	1017	1	....	8	129	....	875	843	.....
7	.....		15563	02	.....	.....	...	.....	.....	....	68	....	....	320	....	....	90

VI.—TABLE F.—The Roman Catholic

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.	TEACHERS. Number of Teachers.	Male.	Female.	Average Salary—Male.	Average Salary—Female.	NUMBER IN THE Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				$	$						
1 Bruce	5	1	4	330	144	345	323	323	270	156	96
2 Carleton	14	5	9	277	167	960	678	694	306	388	.....
3 Essex	6	3	3	414	252	437	340	360	288	244	10
4 Frontenac	6	1	5	260	242	268	226	240	138	168	83
5 Glengarry	10	1	9	500	188	608	531	551	347	292	.....
6 Grey	8	2	6	298	259	406	380	406	315	306	112
7 Hastings	1	....	1	....	250	35	28	35	35	28	28
8 Huron	4	1	3	320	321	222	221	221	161	144	34
9 Kent	6	3	3	388	277	425	319	425	401	206	84
10 Lambton	2	....	2	.....	270	116	105	105	105	92	.....
11 Lanark	1	....	1	.....	96	23	17	17	10	16	.....
12 Leeds and Grenville	7	....	7	.....	178	211	192	199	122	138	42
13 Lennox & Addington	2	....	2	.....	204	75	75	75	53	58	.....
14 Lincoln	2	2	....	454	....	156	151	151	117	71	.....
15 Middlesex	4	1	3	375	280	169	151	152	129	110	80
16 Norfolk	1	1	....	275	.....	59	59	59	50	29	.....
17 Northumberland	5	....	5	....	224	194	181	182	91	149	28
18 Ontario	1	....	1	...	361	107	107	107	50	50	.....
19 Peel	1	....	1	.....	240	53	51	51	51	34	.....
20 Perth	4	2	2	270	290	214	214	207	128	120	44
21 Peterborough	2	...	2	.....	242	80	67	67	15	40	80
22 Prescott and Russell	30	2	28	305	166	1764	1070	1027	590	687	394
23 Renfrew	9	2	7	363	214	682	629	629	455	457	334
24 Simcoe	4	1	3	350	227	221	174	145	90	71	144
25 Stormont	6	....	6	.....	235	376	358	328	263	244	190
26 Waterloo	11	....	11	.....	215	586	573	536	351	345	443
27 Welland	2	....	2	.....	230	139	135	127	67	94	.....
28 Wellington	10	1	9	380	235	584	565	567	551	399	276
29 Wentworth	1	1	....	250	.....	28	28	28	28	21	28
30 York	2	1	1	250	225	133	115	133	133	54	131
31 Districts	13	2	11	425	246	890	627	728	414	279	285
Total	180	33	147	343	213	10566	8690	8875	6124	5490	2946
CITIES.											
1 Belleville	6	1	5	425	200	385	385	385	385	340	345
2 Brantford	4	1	3	500	210	275	275	275	275	204	275
3 Guelph	7	1	6	500	200	392	328	392	351	264	392
4 Hamilton	27	1	26	800	100	1825	1825	1825	1825	1825	1825
5 Kingston	15	6	9	240	195	1009	1009	984	929	707	987
6 London	14	1	13	500	100	744	737	737	654	714	744
7 Ottawa	79	32	47	286	162	4661	4233	4374	3131	2992	3906
8 Stratford	5	1	4	600	200	316	316	316	316	316	316
9 St. Catharines	9	3	6	334	150	473	473	473	473	233	473
10 St. Thomas	4	....	4	.....	200	268	268	268	268	152	268
11 Toronto	68	19	49	250	210	4392	4031	4184	3853	3417	3529
Total	238	66	172	298	157	14740	13880	14213	12460	11164	13060

Separate Schools of Ontario.

		DIFFERENT BRANCHES OF INSTRUCTION.										MAPS AND PRIZES.			ARBOR DAY.
	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill (with Calisthenics).	Book keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	No. of Maps.	No. of Schools using Maps.	No. of Schools giving Prizes.	No. of Trees planted on Arbor Day.
1	121	.....	49	.....	96	39	.....	.....	.... .	.....	. ....	19	3	3	3
2	326	49	95	36	406	.....	1	1	.....	.....	.....	45	10	3	.....
3	209	52	109	21	209	32	10	....	.....	.....	.....	41	6	1	30
4	151	41	42	.....	22	.....	.....	... .	.....	.....	.....	32	5	2	.....
5	256	76	122	125	174	25	4	.....	.....	.....	28	35	6	....	.....
6	262	124	159	.....	172	5	5	5	5	5	....	60	8	3	.....
7	28	14	14	19	35	.....	.....	.....	... .	.....	.....	10	1	....	.....
8	118	48	58	84	100	5	10	5	1	5	.....	34	4	2	.....
9	206	81	92	16	287	1	7	1	....	.....	... ..	27	5	....	.....
10	96	28	28	20	29	.....	5	5	.....	... .	.....	14	2	1	.....
11	16	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1	....	.....
12	108	50	69	5	72	18	18	18	.....	.....	.....	38	4	2	3
13	45	8	11	.....	.....	.....	.....	.....	.....	.....	.....	13	2	....	6
14	74	19	19	1	66	4	.....	.....	.....	.....	.....	17	2	....	3
15	115	34	34	45	93	3	3	3	2	2	.....	36	4	1	3
16	29	19	19	.....	59	1	1	.....	.....	.....	.....	6	1	1	.....
17	127	31	52	18	16	8	12	2	.....	. ...	28	27	5	1	13
18	50	26	26	.....	.....	.....	8	8	.....	.....	.....	9	1	....	.....
19	30	6	9	.....	.. ...	.....	.....	.....	.....	.....	.....	10	1	....	.....
20	111	61	70	44	.....	2	2	1	.....	.....	44	31	4	....	16
21	40	7	10	.....	70	3	.....	.....	.....	.....	.....	12	2	2	.....
22	500	154	230	33	.....	88	.....	.....	.....	.....	.....	113	20	10	31
23	489	219	253	79	182	38	8	.....	.....	.....	... ..	26	4	2	.....
24	65	40	39	.....	144	.....	.. ..	.....	.....	.....	.....	15	3	2	.....
25	178	27	38	22	65	32	9	9	3	.....	.....	27	4	2	4
26	317	98	152	.....	216	.....	.....	.....	.....	.....	.....	42	6	4	5
27	61	29	39	.....	.....	6	6	.... .	.....	.....	.....	22	2	1	16
28	369	154	183	205	416	17	12	.....	.....	.....	.....	65	8	4	40
29	21	18	18	28	28	1	1	.....	.....	.....	.....	5	1	....	6
30	65	4	31	45	133	.....	.....	.....	.....	.....	.....	5	1	1	.....
31	267	48	127	240	442	54	2	2	.....	.....	.....	42	8	2	20
	4850	1567	2197	1086	3562	382	124	60	11	12	100	886	134	50	199
1	281	44	91	40	40	.....	.....	.....	.....	.....	.....	30	4	....	.....
2	157	102	102	.....	74	.....	.....	.....	.....	.....	8	11	1	...	.....
3	264	70	153	153	204	.....	.....	.....	.. ...	.....	.....	24	3	3	... .
4	1295	695	695	1825	1825	70	70	28	.....	.....	.....	79	6	6	.....
5	641	201	323	465	948	58	53	53	.....	.....	....	82	5	5	.....
6	654	201	283	608	744	87	.....	.....	.....	... ..	.....	22	4	1	.....
7	1983	364	1416	935	55	391	133	135	.....	.....	.....	176	15	15	.....
8	203	56	78	35	35	.....	.....	.....	.....	.....	.....	23	2	....	.....
9	290	93	115	473	473	38	13	13	.....	.....	.....	33	4	....	.....
10	152	65	91	.....	268	.....	.....	.....	.....	.....	.....	16	1	1	.....
11	2748	820	1232	1581	3532	233	135	195	.....	33	.....	298	13	....	.....
	8668	2711	4579	6115	8198	877	404	424	.....	33	8	794	58	31	.....

VI.—TABLE F.—The Roman Catholic

TOWNS.	TEACHERS.					NUMBER IN THE					
	Number of Teachers.	Male.	Female.	Average Salary—Male.	Average Salary—Female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				$	$						
1 Almonte	3	1	2	425	215	192	192	192	192	106	192
2 Amherstburg	6	1	5	400	200	300	300	300	300	195	266
3 Barrie	3	1	2	500	225	226	226	226	226	170	226
4 Berlin	4	....	4	.....	200	310	310	310	310	169	.....
5 Brockville	9	1	8	475	180	398	326	326	272	257	150
6 Chatham	5	1	4	800	306	265	265	265	265	190	190
7 Cobourg	4	....	4	.....	200	211	211	211	211	211	211
8 Cornwall	9	2	7	430	190	887	887	887	887	887	491
9 Dundas	3	1	2	400	200	190	190	190	190	147	190
10 Galt	1	....	1	.....	325	110	90	95	25	38	50
11 Goderich	2	...	2	.....	200	128	128	128	128	111	128
12 Ingersoll	2	....	2	.....	325	126	126	126	126	111	126
13 Lindsay	13	1	12	800	79	470	470	470	470	417	470
14 Newmarket	2	1	1	400	100	72	71	71	71	45	.....
15 Niagara Falls	3	....	3	.....	200	136	95	100	70	70	136
16 Oakville	2	....	2	... .	140	60	60	60	60	49	60
17 Orillia	2	....	2	.....	338	219	219	219	219	219	51
18 Oshawa	3	....	3	.....	200	118	118	118	118	73	118
19 Owen Sound	2	....	2	.....	175	122	108	122	92	92	122
20 Paris	2	....	2	.....	200	85	85	85	85	85	85
21 Parkhill	1	....	1	.....	320	69	69	69	69	37	69
22 Pembroke	8	1	7	400	230	477	477	477	477	286	319
23 Perth	2	1	1	400	200	143	108	130	53	89	.....
24 Peterborough	11	1	10	700	213	695	695	695	172	482	412
25 Picton	1	....	1	. ....	400	66	66	55	55	34	55
26 Port Arthur	3	1	2	500	300	143	143	143	110	85	101
27 Prescott	4	1	3	500	173	218	218	218	218	186	218
28 Sarnia	4	1	3	513	200	255	217	255	134	157	.....
29 Sault Ste. Marie	2	....	2	.....	210	115	115	115	115	62	115
30 St. Mary's	1	....	1	.	350	81	81	69	66	66	81
31 Thorold	4	1	3	500	167	210	210	210	178	163	165
32 Trenton	6	....	6	... .	257	341	341	341	341	267	341
33 Whitby	1	....	1	.. ..	325	46	46	46	46	46	.....
Total	128	17	111	504	205	7484	7263	7324	6351	5602	5138
TOTALS.											
1 Counties, etc	180	33	147	343	213	10566	8690	8875	6124	5490	2946
2 Cities	238	66	172	298	157	14740	13880	14213	12460	11164	13060
3 Towns	128	17	111	504	205	7484	7263	7324	6351	5602	5138
4 Grand Total, 1889	546	116	430	341	198	32790	29833	30412	24935	22256	21144
5 do 1888	523	110	413	337	202	31123	28468	28759	25339	21433	19693
6 Increase	23	6	17	4	.....	1667	1365	1653	.....	823	1451
7 Decrease	....	....	....	.....	4	.....	.....	.....	404	.....	.....

Separate Schools of Ontario.

	DIFFERENT BRANCHES OF INSTRUCTION.											MAPS AND PRIZES.			ARBOR DAY.
	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill (with Calisthenics).	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	No. of Maps.	No. of Schools using Maps.	No. of Schools giving prizes.	No. of Trees planted on Arbor Day.
1	106	106	106	11	192	... ..	....	.....	.....	.....	....	7	1	1	.....
2	195	64	93	.....	266	16	11	11	.....	.....	.....	25	2	2	.....
3	170	53	53	.....	75	20	.....	.....	.....	.....	.....	9	1	....	... .
4	169	.....	6	.... .	...	.. ..	.....	.....	.....	.....	.....	15	1	1	.....
5	225	52	130	24	240	.... .	.....	.. ...	.....	.....	.....	18	3	3	....
6	190	105	105	45	143	45	.....	.....	.....	.....	.....	13	1	1	.....
7	211	49	101	49	211	.....	.....	.....	.... .	.....	.....	11	1	1	.....
8	887	121	157	. ...	363	.....	....	.....	.....	.....	.....	21	3	....	.....
9	147	46	83	83	190	.... .	... ..	....	....	.... .	.....	20	2	....	.....
10	35	15	20	10	50	5	.....	.....	.....	.....	.....	4	1	1	.....
11	111	54	54	128	128	.....	.....	.....	.....	.....	.....	7	1	....	.....
12	111	61	61	15	126	.....	.....	.....	....	....	.....	8	1	1	.....
13	450	180	200	130	264	49	57	29	38	38	.....	97	2	2	.....
14	23	11	11	.....	.. ...	...	.....	.....	.....	.....	.....	9	1	....	.....
15	70	34	34	.....	.....	4	.....	.....	.....	.....	.....	6	1	....	.....
16	49	7	25	49	60	.....	.....	.....	.....	.....	.....	7	1	....	.....
17	181	51	90	.... .	219	. ..	.....	.... .	.....	.. ...	.....	12	1	....	.....
18	73	36	56	36	118	.....	.....	.....	.....	.....	....	17	1	....	.....
19	92	46	46	..	122	.....	.....	.... .	.....	.....	.....	10	1	....	.....
20	60	18	18	18	85	18	.....	... ..	18	.....	.....	13	1	1	.....
21	26	17	26	.. ..	.....	.....	.....	.....	....	.....	.....	6	1	....	.....
22	286	80	105	.....	203	.....	.....	.....	.....	.....	... ..	20	1	....	.....
23	60	60	15	.....	... ..	.....	.....	.....	.....	.... .	.....	7	1	....	.....
24	509	114	176	392	597	114	21	.....	.....	.....	.....	36	3	1	.....
25	34	17	34	2	.....	2	2	2	.....	.....	.....	7	1	....	.....
26	67	26	33	.....	101	2	.. .	...	.....	.....	.....	11	1	1	.....
27	218	62	30	.....	.....	30	.....	.....	.....	.....	.....	12	1	....	.....
28	53	45	38	38	.....	.....	.....	....	...	.....	.....	11	2	1	.....
29	42	. ....	17	.....	115	.....	1	.....	.....	....	.....	7	1	1	.....
30	66	22	36	.....	.....	.....	.....	....	.....	.....	.....	12	1	....	.....
31	163	42	32	.....	.....	25	5	3	.....	....	.....	16	2	1	.....
32	218	23	108	.....	341	.....	.....	.....	.....	.....	....	16	1	....	.....
33	46	4	4	.....	.....	2	.....	.....	.....	.....	.....	10	1	1	.....
	5343	1621	2103	1030	4209	332	97	45	56	38	.....	500	44	20	.....
1	4850	1567	2197	1086	3562	382	124	60	11	12	100	886	134	50	199
2	8668	2711	4579	6115	8198	877	404	424	.....	33	8	794	58	31	.....
3	5343	1621	2103	1030	4209	332	97	45	56	38	.....	500	44	20	.....
4	18861	5899	8879	8231	15969	1591	625	529	67	83	108	2180	236	101	199
5	20190	4810	7119	10352	16901	1858	576	684	99	173	11	2074	229	77	120
6	.....	1089	1760	.....	.....	.....	49	....	.....	.....	97	106	7	24	79
7	1329	....	.....	2121	932	267	.....	155	32	90	.....	.	....	....	.....

VII.—TABLE G.—The

COLLEGIATE INSTITUTES.	Number of Collegiate Institutes.	MONEYS.							
		Receipts.						Expenditure.	
		Legislative Grants for Teachers' Salaries.	Municipal Grants (County).	Municipal Grants (Local).	Fees.	Balances and other sources.	Total Receipts.	Teachers' Salaries.	Building, Rent and Repairs.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Barrie	1	1351 81	1351 81	1250 00	1315 50	1308 37	6577 49	4297 32	141 01
2 Brantford	1	1601 94	.....	4500 00	2290 28	4475 35	12867 57	7225 02	4760 64
3 Brockville	1	795 75	.....	15000 00	.....	101 40	15897 15	3835 97	10263 14
4 Chatham	1	1523 60	1773 69	4875 38	197 40	315 18	8685 16	5775 30	1179 22
5 Clinton	1	1243 94	1243 94	1500 00	867 25	2433 44	7288 57	4322 47	55 70
6 Cobourg	1	1234 06	.....	2400 00	1094 90	6300 83	11029 79	3886 43	1075 43
7 Collingwood	1	1450 56	1450 56	2200 00	958 25	221 39	6280 76	5065 81	94 51
8 Galt	1	1595 13	1595 13	2000 00	1774 80	2376 76	9341 82	6144 99	257 53
9 Guelph	1	1874 38	.....	4814 50	779 50	627 89	8096 27	6241 63	.....
10 Hamilton	1	2086 62	.....	9323 37	2938 70	207 00	14555 69	12438 84	102 57
11 Ingersoll	1	1198 60	1215 41	2550 00	75 00	259 97	5298 98	3911 73	420 51
12 Kingston	1	1837 50	.....	2498 00	2286 80	999 16	7621 46	5220 00	813 95
13 Lindsay	1	1462 69	1462 69	4953 05	1778 25	5206 69	14863 37	5387 09	7218 61
14 London	1	1672 88	.....	8000 00	764 00	9857 48	20294 36	9816 62	5410 87
15 Ottawa	1	1671 94	.....	6563 82	4139 55	92 52	12467 83	8822 89	645 69
16 Owen Sound	1	2072 93	1672 93	4100 00	1592 50	264 23	9702 59	7210 00	651 26
17 Perth	1	1208 63	.....	2700 00	597 00	1347 82	5853 45	3645 16	.....
18 Peterboro'	1	1348 24	.....	4900 00	1245 50	198 32	7692 06	5113 06	1100 00
19 Ridgetown	1	1304 68	1554 68	2500 00	.....	472 75	5832 11	4591 00	.....
20 Seaforth	1	1303 00	1303 00	2000 00	1246 20	89 85	5942 05	4302 70	276 60
21 Stratford	1	1561 50	.....	9000 00	1939 55	1696 82	14197 87	5888 84	4187 36
22 Strathroy	1	1834 12	1434 12	1200 00	2097 00	759 08	7324 32	5280 00	367 60
23 St. Catharines	1	1649 06	500 00	5593 00	863 00	253 58	8858 64	7459 31	528 96
24 St. Mary's	1	1297 56	.....	2600 00	1553 00	111 89	5562 45	4500 00	180 02
25 St. Thomas	1	1619 12	1400 00	4715 73	163 70	44 95	7943 50	6100 00	302 34
26 Toronto (Jarvis st.)	1	1711 43	.....	21357 00	7394 00	1095 65	31558 08	15976 52	13247 25
27 Toronto (Jamieson ave)	1	1009 05	.....	33137 88	3199 00	830 23	38176 16	8471 00	25779 09
28 Toronto (Harbord st.)	1	.....	.....	12500 00	.....	.....	12500 00	.....	12194 63
29 Whitby	1	1371 18	1371 18	2290 43	490 00	830 88	6353 67	4861 16	1029 55
30 Woodstock	1	1458 19	1458 19	2000 00	1541 75	407 87	6866 00	5332 59	469 77
1 Total 1889	30	43350 09	20787 24	183022 16	45182 38	43187 35	335529 22	181123 45	92753 81
			203809 40						
2 " 1888	26	39842 98	132252 06		40856 58	40033 31	252984 93	158745 47	31108 40
3 Increase	4	3507 11	71557 34		4325 80	3154 04	82544 29	22377 98	61645 41
4 Decrease	....	.....	.....	.....	.....	.....	.....	.....	.....
5 Per'ntge of total	....	13	60	.....	14	13	.....	56	30

Collegiate Institutes.

	MONEYS.				NUMBER OF PUPILS ATTENDING.						
	EXPENDITURE.									CHARGES PER YEAR.	
	Maps, Apparatus, Prizes and Libraries.	Fuel, Books and Contingencies.	Total Expenditure.	Balances.	Boys.	Girls.	Total.	Average attendance.	Percentage of average to total attendance.		Cost per pupil.
	$ c.	$ c.	$ c.	$ c.							$ c.
1	301 52	1837 64	6577 49	.....	111	67	178	93	52	$16	37 00
2	.....	881 91	12867 57	.....	151	139	290	180	62	Res. $10 ; non-res. $16	44 37
3	333 70	854 45	15287 26	609 89	69	126	195	113	58	Free	78 40
4	138 70	1099 85	8193 07	492 09	164	176	340	217	64	Free	24 09
5	197 13	1617 61	6192 91	1095 66	102	63	165	112	71	$2, $3, $4	37 54
6	189 68	5471 70	10623 24	406 55	85	54	139	80	58	Res. $5, $6 ; non-res. $7, $8..	76 28
7	175 88	788 71	6124 91	155 85	118	110	228	115	50	Res. $5 ; non-res. $8, $10 . ..	26 88
8	449 22	2404 22	9255 96	85 86	109	92	201	114	57	$14	46 04
9	.....	946 02	7187 65	908 62	134	138	272	151	56	Res. free ; non-res. $20	26 43
10	.....	2014 28	14555 69	.....	276	326	602	404	67	Res. $2.50, $10 ; non-res. $16.	24 17
11	210 00	621 04	5163 28	135 70	90	71	161	95	59	Free	32 07
12	363 15	771 20	7168 30	453 16	146	80	226	121	54	$18	31 71
13	87 23	1590 45	14283 38	579 99	159	142	301	167	56	$10. $12.50	47 45
14	128 31	749 88	16105 68	4188 68	239	213	452	251	56	Free ; non-res. $40	35 63
15	17 00	2934 67	12420 25	47 58	206	155	361	219	61	Res. $15 ; non-res. $27	34 40
16	317 88	1390 57	9569 71	132 88	214	195	409	220	54	$7	23 40
17	54 62	2153 67	5853 45	.....	62	100	162	104	63	Res. free ; non-res. $16	36 13
18	28 50	1450 50	7692 06	.....	102	114	216	115	54	Res. $5 ; non-res. $25.....	35 61
19	96 10	914 85	5601 95	230 16	103	102	205	121	59	Free	27 33
20	521 37	783 03	5883 70	58 35	87	104	191	110	58	$8, $10, $12.50	30 81
21	97 67	1410 47	11584 34	2613 53	141	132	273	180	66	Res. $3, $4 ; non-res. $8, $12.	42 43
22	.....	931 20	6578 80	745 52	165	126	291	174	60	$7, $10.....	22 61
23	.....	870 37	8858 64	.....	161	195	356	216	61	(Co.) res. free; (Co.) non-res. $16	24 89
24	145 75	597 69	5423 46	138 99	111	103	214	128	60	Res. $5 ; non-res. $15.....	25 34
25	236 38	1304 78	7943 50	.....	155	189	344	209	61	Free	23 10
26	115 76	2218 55	31558 08	.....	340	281	621	307	50	Res. $4.38, $5 ; non-res. $9...	50 82
27	1418 23	2080 24	37748 56	427 60	175	163	338	170	50	Res. $20 ; non-res. $26	111 66
28	.....	.....	12194 63	305 37	...	.....	.....	.....	.....	....	.....
29	.....	462 96	6353 67	.....	94	90	184	115	63	$6	34 53
30	204 33	745 59	6752 28	113 72	176	146	322	188	59	$7	20 97
1	5828 11	41898 10	321603 47	13925 75	4245	3992	8237	4789	58	9 free ..... 21 fee	39 04
2	3285 60	46388 29	239527 76	13457 17	3788	3479	7267	4172	58	7 free ..... 19 fee	33 36 .....
3	2542 51	.....	82075 71	468 58	457	513	970	617	....	2 free..... 2 fee	5 68 .....
4	.....	4490 19	.....	.....	....	....	....	....	....	.....	.....
5	1	13	....	.....	52	48	....	....	....	.....	.....

VII.—TABLE G.—The

HIGH SCHOOLS.	Number of High Schools.	MONEYS.							
		Receipts.						Expenditure.	
		Legislative Grants for Teachers' Salaries.	Municipal Grants (County).	Municipal Grants (Local).	Fees.	Balances and other sources.	Total Receipts.	Teachers' Salaries.	Building, Rent and Repairs.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Alexandria ...	1	451 93	550 00	563 83	.....	299 42	1865 18	1350 00	311 00
2 Almonte	1	662 32	662 32	1788 71	74 50	1576 78	4764 63	2216 16	600 00
3 Arnprior	1	555 93	825 45	1045 28	6 00	240 91	2673 57	1800 00	5 00
4 Athens	1	711 43	1011 43	1330 86	110 00	1103 29	4267 01	2400 00	260 25
5 Aylmer	1	1050 06	1700 00	2080 00	122 00	3978 34	8930 40	3961 50	52 63
6 Aurora	1	483 44	700 00	300 00	573 00	225 99	2282 43	1700 02	19 38
7 Beamsville	1	488 13	600 00	480 00	.....	217 88	1786 01	1278 84	33 28
8 Belleville.....	1	921 87	.....	3155 90	271 00	8 00	4356 77	4058 34	.....
9 Berlin	1	925 44	1675 44	1766 67	850 85	180 09	5398 49	4100 00	562 69
10 Bowmanville ..	1	747 99	746 63	2468 00	.....	4382 50	8345 12	3100 00	1219 86
11 Bradford	1	506 43	506 43	2000 00	545 00	402 03	3959 89	1700 00	1665 45
12 Brampton	1	916 68	1366 68	1074 00	1354 75	307 56	5019 67	3654 73	32 62
13 Brighton	1	506 56	506 56	600 00	20 00	954 62	2587 74	1500 00	40 79
14 Caledonia ...	1	628 75	628 75	749 00	774 50	198 78	2979 78	2271 91	112 14
15 Campbellford ..	1	679 12	679 12	.....	437 00	1085 83	2881 07	2341 87	.....
16 Carleton Place.	1	590 81	590 81	500 00	49 00	3085 80	4816 42	2200 00	159 11
17 Cayuga	1	480 25	480 25	700 00	.....	417 17	2077 67	1400 00	153 70
18 Colborne	1	518 18	518 18	913 75	32 00	607 43	2589 54	1500 00	6 07
19 Cornwall	1	722 50	750 00	2000 01	.....	2342 32	5814 83	2916 68	345 03
20 Deseronto	1	.....	.....	12000 00	.....	3000 00	15000 00	4120 00	.....
21 Dundas	1	582 68	732 68	904 50	519 00	1449 07	4187 93	2180 65	291 55
22 Dunnville	1	621 50	621 50	1000 00	486 51	3256 15	5985 66	2326 40	357 96
23 Dutton.....	1	627 62	1500 00	756 29	.....	1666 60	4550 51	1889 29	.....
24 Elora	1	510 65	265 00	500 00	318 00	312 47	1906 12	1500 00	47 30
25 Essex	1	583 21	1083 21	1375 00	.....	30 03	3071 45	2255 82	607 66
26 Fergus	1	550 16	550 46	1100 00	180 25	115 45	2496 62	1639 70	65 20
27 Gananoque ...	1	575 09	875 09	630 54	.....	.....	2080 72	2072 72	.....
28 Georgetown ..	1	474 00	474 00	8002 04	377 00	2 00	9329 04	1600 00	7545 79
29 Glencoe	1	323 25	323 25	4301 25	293 00	5287 18	10527 93	1940 00	3668 00
30 Goderich	1	883 12	883 12	1600 00	759 00	330 62	4455 86	3431 47	173 57
31 Gravenhurst ..	1	.....	.....	350 00	86 00	.....	436 00	265 00	90 58
32 Grimsby	1	486 12	690 00	250 00	176 25	60 78	1573 15	1400 00	13 00
33 Harriston	1	738 93	738 93	900 00	741 35	384 94	3504 15	2856 13	32 31
34 Hawkesbury ..	1	524 06	674 06	514 23	46 00	225 96	1984 31	1270 00	165 28
35 Iroquois	1	716 06	1000 00	1000 00	395 50	1318 37	4429 93	2400 00	381 81
36 Kemptville....	1	700 88	1000 88	460 26	601 00	255 24	3018 26	2300 00	436 25
37 Kincardine....	1	717 49	717 49	1300 00	446 00	370 32	3551 30	2667 47	526 19
38 Listowel	1	663 29	661 63	1000 00	582 70	118 81	3026 43	2300 00	122 24
39 Madoc	1	.....	.....	.....	128 50	8652 20	8780 70	425 00	7753 16
40 Markham	1	515 18	700 00	100 00	590 50	112 34	2018 02	1600 00	95 03
41 Mitchell	1	686 44	686 44	900 00	488 50	350 43	3111 81	2300 00	119 39
42 Morrisburg....	1	984 31	1100 00	1218 07	658 75	.....	3961 13	3455 00	340 90
43 Mount Forest .	1	806 31	806 31	3758 96	624 25	307 43	6303 26	2782 50	2758 96
44 Napanee	1	934 74	1234 74	13798 40	542 25	29 76	16539 89	3787 85	8794 16
45 Newburgh	1	499 13	724 13	364 06	100 00	292 83	1980 15	1566 00	71 95
46 Newcastle	1	462 75	462 75	700 00	.....	502 64	2128 14	1247 93	28 57
47 Newmarket ..	1	660 49	700 00	350 00	889 00	72 11	2671 60	2250 00	31 05
48 Niagara	1	491 94	600 00	450 00	125 00	352 21	2019 15	1250 00	51 15
49 Niagara Falls S.	1	494 38	617 97	1841 22	223 00	175 05	3351 62	1685 00	48 89
0 Norwood	1	578 00	578 00	1287 05	316 00	.....	2759 05	2037 50	383 94
1 Oakville	1	544 50	544 50	868 72	275 00	423 24	2655 96	1800 00	274 07
2 Oakwood.....	1	436 56	219 50	216 06	.....	575 93	1449 05	837 15	5 40
3 Omemee	1	470 50	470 50	.....	32 00	1225 00	2198 00	1400 00	.....

*Open only

High Schools.

	MONEYS. Expenditure. Maps, Apparatus, Prizes and Libraries.	Fuel, Books and Contingencies.	Total Expenditure.	Balances.	Number of Pupils Attending. Boys.	Girls.	Total.	Average attendance.	Percentage of average to total Attendance.	Charges per Year.	Cost per pupil.
	$ c.	$ c.	$ c.	$ c							$ c.
1	29 91	174 27	1865 18	.....	28	46	74	40	53	Free	25 21
2	.....	43 53	2859 69	1904 94	79	84	163	108	65	(Co.) res.$1; (Co.) non-res.$5	17 54
3	.....	558 17	2363 17	310 40	33	49	82	43	52	Free	28 82
4	162 76	1430 45	4253 46	13 55	59	84	143	89	62	Free	29 74
5	.....	2897 65	6911 78	2018 62	98	118	216	130	60	Free	32 00
6	90 63	330 58	2140 61	141 82	36	34	70	43	61	$12	30 56
7	30 38	171 84	1514 34	271 67	27	22	49	25	50	Free	30 89
8	.....	298 43	4356 77	.....	120	128	248	146	59	Res. free ; non-res. $16	17 56
9	8 25	656 04	5326 98	71 51	94	47	141	70	50	$12	37 78
10	306 37	475 44	5101 67	3243 45	69	58	127	77	61	Free	40 17
11	.....	158 68	3524 13	435 76	50	46	96	57	60	$9	36 71
12	19 00	1062 53	4768 88	250 79	90	97	187	119	64	$10	25 51
13	.....	96 58	1637 37	950 37	44	34	78	37	48	Free	20 99
14	6 15	285 97	2676 17	303 61	72	82	154	88	57	$6, $7.50	17 38
15	.....	539 20	2881 07	.....	83	97	180	95	53	Res. $3 ; non-res. $12.....	16 00
16	81 45	326 34	2766 90	2049 52	84	80	164	92	56	(Co.)res.free;(co.)non-res.$10	16 87
17	87 83	406 23	2047 76	29 91	38	27	65	34	52	Free	31 50
18	9 42	600 35	2115 84	473 70	43	38	81	44	54	Free.....	26 12
19	61 50	393 91	3717 12	2097 71	66	92	158	90	57	Free	23 53
20	.....	22 69	4142 69	10857 31	....	.....	.....	....	....	.....	....
21	125 66	379 21	2977 07	1210 86	42	48	90	42	47	$10	33 00
22	265 01	2842 29	5791 66	194 00	55	63	118	69	59	$5	49 08
23	133 23	1854 33	3876 85	673 66	62	53	115	57	50	Free	33 71
24	20 06	263 49	1830 85	75 27	43	42	85	51	60	$5	21 54
25	13 99	192 74	3070 21	1 24	44	48	92	55	60	Free	33 37
26	.....	323 42	2028 32	468 30	47	54	101	67	67	$5	20 08
27	8 00	.....	2080 72	.....	31	70	101	63	63	Free	20 60
28	27 01	156 24	9329 04	.....	70	50	120	67	56	$5	77 75
29	495 30	4378 45	10481 75	46 18	80	62	142	88	62	$7	73 82
30	12 00	454 40	4071 44	384 42	121	106	227	123	54	$5	17 94
31	.....	77 00	432 58	3 42	11	18	29	*23	....	$10	14 92
32	1 40	152 92	1567 32	5 83	31	23	54	29	54	$7	29 02
33	102 15	508 52	3499 11	5 04	86	73	159	84	53	$8	22 01
34	.....	278 94	1714 22	270 09	29	33	62	35	56	Free	27 65
35	156 33	1048 08	3986 22	443 71	56	50	106	70	67	$5	37 61
36	.....	282 01	3018 26	.....	93	80	173	104	60	Res. free ; non-res. $10	17 44
37	... .	357 64	3551 30	.....	62	61	123	73	60	$5	28 87
38	45 00	476 08	2943 32	83 11	82	57	139	82	59	$4.50, $7.50, $10.50	21 18
39	271 89	330 65	8780 70	.....	18	32	50	*36	....	$7	175 61
40	.....	144 86	1839 89	178 13	64	26	90	57	64	$9	20 44
41	70 06	245 96	2735 32	376 49	65	79	144	84	59	$5	19 00
42	165 17	.....	3961 13	.....	106	94	200	127	63	$5	19 81
43	20 20	691 85	6253 51	49 75	64	71	135	77	57	$7	46 32
44	.....	524 26	13106 30	3433 59	98	113	211	134	63	$6	62 11
45	12 51	161 46	1811 92	168 23	13	31	44	39	88	$6	41 18
46	.....	276 91	1553 41	574 73	17	31	48	28	59	Free	32 36
47	116 94	259 55	2657 54	14 06	66	56	122	71	58	$8, $10, $12	21 79
48	.....	661 79	1962 94	56 21	20	21	41	19	46	Free	47 87
49	66 43	133 06	1933 38	1418 24	59	60	119	68	57	Res. free; (co.) non res. $16.	16 24
50	7 85	329 76	2759 05	.....	56	72	128	80	63	Res. 9; non-res. $10.....	21 55
51	2 37	.....	2076 44	579 52	39	44	83	48	58	$5	25 02
52	....	590 64	1433 19	15 86	43	24	67	*29	....	Free	21 39
53	9 75	757 83	2167 58	30 42	21	36	57	35	61	Free	38 03

for half year.

VII.—TABLE G.—The

HIGH SCHOOLS.	Number of High Schools.	MONEYS.							
		Receipts.						Expenditure.	
		Legislative Grants for Teachers' Salaries.	Municipal Grants (County).	Municipal Grants (Local).	Fees.	Balances and other sources.	Total Receipts.	Teachers' Salaries.	Building, Rent and Repairs.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
54 Orangeville	1	835 12	801 74	850 00	1207 88	147 39	3842 13	3208 00	233 75
55 Orillia	1	711 50	711 50	2600 00	478 15	2468 30	6969 45	2997 07	1668 45
56 Oshawa	1	832 31	832 31	2290 00	428 00	50 00	4432 62	3440 00	127 88
57 Paris	1	676 25	676 25	1800 00	104 04	371 34	3627 88	2425 00	336 08
58 Parkhill	1	598 56	598 56	8004 00	467 50	171 48	9840 10	2160 22	7262 50
59 Pembroke	1	705 62	705 62	1584 00	.....	498 69	3493 93	2600 00	159 12
60 Petrolea	1	748 56	748 56	2000 00	64 00	392 32	3953 44	3037 10	17 34
61 Picton	1	798 65	798 65	1900 00	87 00	34 15	3618 45	3023 50	29 87
62 Port Arthur	1	930 81	.....	3351 67	.....	2167 11	6449 59	1872 09	3700 65
63 Port Dover	1	483 31	483 31	672 38	62 00	.....	1701 00	1540 00	.....
64 Port Elgin	1	.....	.....	.....	145 00	4786 55	4931 55	491 69	3973 56
65 Port Hope	1	844 50	.....	2166 92	1067 00	118 79	4197 21	3459 44	107 94
66 Port Perry	1	827 37	827 37	900 00	705 25	50 13	3310 12	2949 75	.....
67 Port Rowan	1	463 00	463 00	.....	14 00	584 93	1524 93	1180 00	.....
68 Prescott	1	485 68	.....	1251 92	.....	68 45	1892 30	1600 00	.....
69 Renfrew	1	582 32	582 32	1621 95	86 25	529 80	3316 39	2106 67	24 09
70 Richmond Hill	1	495 75	700 00	250 00	426 50	205 88	2078 13	1600 00	104 54
71 Sarnia	1	852 81	852 81	2650 00	.....	130 00	4485 62	3500 00	74 88
72 Simcoe	1	667 24	667 24	1751 08	345 00	.....	3430 56	2750 00	.....
73 Smith's Falls	1	612 13	612 13	1986 21	40 00	68 00	3318 47	2349 50	585 63
74 Smithville	1	501 00	600 00	300 00	281 75	2174 57	3857 32	1192 50	2127 93
75 Stirling	1	560 18	560 18	1100 00	211 00	.....	2431 36	1768 44	130 40
76 Streetsville	1	480 13	1018 23	300 00	29 50	35 71	1863 57	1645 80	.....
77 Sydenham	1	560 19	1500 00	.....	50 00	96 81	2207 00	1750 00	97 74
78 Thorold	1	533 69	667 11	600 00	.....	84 16	1884 96	1580 24	90 39
79 Tilsonburg	1	542 50	501 70	850 00	35 00	683 15	2612 35	1570 00	266 35
80 Trenton	1	679 31	.....	4000 00	293 40	7 00	4979 71	2350 00	333 78
81 Uxbridge	1	686 81	686 81	1500 00	324 77	.....	3198 39	2294 99	306 33
82 Vankleekhill	1	522 63	722 63	505 63	87 00	313 30	2151 19	1859 60	7 20
83 Vienna	1	499 50	750 00	500 00	16 00	.....	1765 50	1366 32	299 99
84 Walkerton	1	911 62	911 62	1400 00	1116 50	3491 82	7831 56	3600 00	260 39
85 Wardsville	1	495 50	495 50	498 00	24 00	963 85	2476 85	1190 00	12 12
86 Waterdown	1	492 75	642 75	250 00	256 11	424 80	2066 41	1450 00	14 60
87 Welland	1	669 31	669 31	1400 00	227 50	461 50	3427 62	2395 00	565 96
88 Weston	1	519 06	700 00	503 50	453 75	604 55	2780 86	1539 20	725 14
89 Williamstown	1	517 40	1100 00	434 00	.....	255 61	2307 01	2033 51	25 90
90 Windsor	1	780 25	500 00	13457 81	80 40	.....	14818 46	3590 85	10450 56
1 Total 1889	90	54494 78	59731 40	152542 73	25434 16	75310 04	367513 11	195755 11	74981 07
			212274 13						
2 " 1888	89	54064 48	233443 75		24559 40	119214 69	431282 32	191884 85	143300 75
3 Increase	1	430 30	.....	.....	874 76	.....	.....	3870 26	.....
4 Decrease	..	.....	21169 62		.....	43904 65	63769 21	.....	68319 68
5 Perc'nt'ge of total	..	15	16	42	7	20	.....	60	23

*Open only

High Schools.

	MONEYS.				Number of Pupils Attending.						
	Expenditure.										
	Maps, Apparatus, Prizes and Libraries.	Fuel, Books and Contingencies.	Total Expenditure.	Balances.	Boys.	Girls.	Total.	Average attendance.	Percentage of average to total attendance.	Charges per Year.	Cost per pupil.
	$ c.	$ c.	$ c.	$ c.							$ c.
54	76 62	254 01	3772 38	69 75	158	112	270	147	55	$9	13 97
55	190 20	886 91	5742 63	1226 82	91	68	159	87	55	$5	36 12
56	61 61	438 44	4037 93	364 69	94	108	202	114	57	$5	20 13
57	1 28	459 77	3222 13	405 75	56	55	111	62	56	Res. free ; (co.) non-res. $6.	29 03
58	42 65	374 73	9840 10	.....	59	55	114	72	63	$6, $8	86 31
59	50 23	417 89	3227 24	266 69	62	67	129	74	58	Free	25 02
60	.....	428 30	3482 74	470 70	58	70	128	81	63	Free	27 22
61	40 31	364 36	3458 04	160 41	60	99	159	88	56	Free	21 75
62	.....	399 95	5972 69	476 99	25	31	56	28	50	Free	106 65
63	.....	161 00	1701 00	.....	45	41	86	51	60	Free	19 78
64	279 17	65 56	4809 98	121 57	47	31	78	*60	....	$5	61 66
65	331 65	298 18	4197 21	.....	73	80	153	108	71	Res. $9 ; non-res. $11	23 60
66	.....	307 19	3256 94	53 18	72	66	138	81	59	$7.50	27 43
67	.....	344 93	1524 93	.....	27	14	41	24	58	Free	37 19
68	18 00	259 03	1877 03	15 27	46	33	79	41	52	$10	23 76
69	.... ..	303 83	2434 59	881 80	54	64	118	57	48	Free	20 61
70	4 50	166 78	1875 82	202 31	44	27	71	42	59	$9	26 42
71	35 60	653 16	4263 64	221 98	101	151	252	142	57	Free	16 92
72	680 56	.....	3430 56	.....	92	89	181	95	53	(Co) res.free ; (co)non-res.$10	18 95
73	90 00	293 34	3318 47	.....	55	61	116	83	71	Free ; (co) non-res. $6	28 61
74	.....	212 01	3532 44	324 88	44	39	83	47	57	$5	42 56
75	59 06	331 68	2289 58	141 78	39	28	67	31	46	$6	34 17
76	....	215 36	1861 16	2 41	28	29	57	22	39	50c per month	32 65
77	15 10	266 78	2129 62	77 38	52	56	108	61	57	Free	19 73
78	4 28	159 94	1834 85	50 11	29	66	95	48	50	Free	19 32
79	13 17	709 32	2558 84	53 51	40	49	89	45	50	Free	28 75
80	75 00	1188 66	3947 44	1032 27	51	59	110	73	71	$9	35 88
81	66 15	530 92	3198 39	.....	79	52	131	71	54	$2.50, $7.50	24 41
82	12 87	172 54	2052 21	98 98	40	70	110	64	58	Res. free ; non-res. $10	18 65
83	.....	99 19	1765 50	.....	23	29	52	28	54	Free	33 95
84	146 60	3789 07	7796 06	35 50	113	80	193	104	53	$10	40 39
85	22 10	899 02	2123 24	353 61	42	30	72	38	53	Free	29 49
86	113 04	155 41	1733 05	333 36	51	36	87	44	50	Res. $5 ; non-res. $6.67	19 92
87	9 83	335 07	3305 56	122 06	54	61	115	62	54	$5	28 74
88	66 83	446 80	2777 97	2 89	42	35	77	45	59	$10	36 08
89	.....	220 42	2279 83	27 18	36	48	84	47	59	Free	27 14
90	....	777 05	14818 46	.....	88	95	183	101	55	Free	80 97
1	5548 37	47449 82	323734 37	43778 74	5177	5228	10405	6009	58	41 free ; 48 fee	31 10
2	5468 65	56873 07	397527 32	33755 00	5207	5268	10475	6120	58	44 free ; 45 fee	37 50
3	79 72	.....	.....	10023 74	....	....	.....	....	....	3 free	.....
4	.....	9423 25	73792 95	....	30	40	70	111	....	3 fee	6 40
5	2	15	.....	.....	50	50	.....	....	....	..	.....

for half year.

VIII.—TABLE H.—The

COLLEGIATE INSTITUTES.	NUMBER OF PUPILS IN THE SUBJECTS.															
	In Reading and Orthoepy.	In English Grammar.	In Composition and Prose Literature.	In Poetical Literature.	In History.	In Geography.	In Arithmetic and Mensuration.	In Algebra.	In Geometry.	In Trigonometry.	In Physics.	In Chemistry.	In Botany.	In Zoology.	In Latin.	In Greek.
1 Barrie	146	178	178	178	177	177	177	178	146	4	50	24	63	....	99	13
2 Brantford	197	290	290	290	290	290	290	290	70	23	17	70	17	....	154	18
3 Brockville	155	192	192	192	192	192	184	190	120	13	10	38	16	2	60	7
4 Chatham	340	340	340	340	340	840	340	340	300	6	150	53	150	1	159	14
5 Clinton	118	165	154	165	165	165	165	165	165	19	146	28	146	....	60	20
6 Cobourg	107	139	139	65	136	121	139	132	116	2	47	11	47	....	48	14
7 Collingwood	148	226	226	226	226	226	206	226	80	22	74	62	84	2	62	7
8 Galt	69	201	201	201	201	201	194	201	178	14	95	38	98	5	79	9
9 Guelph	272	272	272	272	272	272	257	272	157	15	31	55	89	....	72	24
10 Hamilton	454	581	581	592	581	581	585	410	260	65	100	85	554	15	236	32
11 Ingersoll	125	158	158	161	158	158	156	161	91	5	46	35	46	...	63	5
12 Kingston	226	226	226	226	226	165	226	226	186	10	58	40	58	4	136	37
13 Lindsay	227	301	301	301	301	301	294	301	140	9	129	43	129	2	93	14
14 London	452	452	452	452	452	452	441	452	406	14	101	36	63	10	147	23
15 Ottawa	309	361	361	361	361	361	361	361	361	27	87	26	89	1	224	54
16 Owen Sound	290	402	409	409	409	400	380	409	355	29	152	114	152	9	114	31
17 Perth	125	162	162	162	162	162	154	156	118	3	130	24	130	....	65	11
18 Peterborough	101	216	216	216	216	216	216	216	102	....	102	10	24	....	67	8
19 Ridgetown	156	205	205	205	205	205	200	205	185	14	132	45	62	8	86	11
20 Seaforth	132	178	184	191	191	191	191	191	59	13	178	59	59	....	63	1
21 Stratford	260	272	272	271	271	269	271	272	252	7	35	38	37	....	107	20
22 Strathroy	291	291	291	291	291	291	270	275	250	14	80	75	85	....	115	18
23 St. Catharines	226	356	356	356	337	337	304	356	261	52	37	75	37	....	155	140
24 St. Mary's	135	214	214	214	214	214	203	214	174	9	78	56	78	2	38	10
25 St. Thomas	286	344	344	344	344	338	327	344	288	17	75	41	75	....	126	40
26 Toronto (Jarvis st.)	621	621	621	515	621	621	621	515	515	59	393	120	393	....	345	43
27 " (Jamieson ave.)	255	338	338	338	338	319	319	338	302	12	140	68	61	....	178	42
28 Whitby	184	184	184	184	184	184	184	184	97	2	69	15	68	....	66	14
29 Woodstock	233	322	310	310	312	312	297	315	89	19	173	79	173	4	91	13
1 Total 1889	6640	8187	8177	8028	8173	8061	7952	7895	5823	498	2915	1463	3083	65	3308	693
2 " 1888	5880	7219	7242	7244	7204	7129	7062	6955	5428	556	2608	1431	2253	....	2753	544
3 Increase	760	968	935	784	969	932	890	940	395	....	307	32	830	65	555	149
4 Decrease	....	....	....	....	....	....	..	....	....	58	....	....	....	....	....	....
5 Percentage of total	81	99	99	98	99	98	97	96	71	6	35	18	37	1	40	9

Collegiate Institutes.

VARIOUS BRANCHES OF INSTRUCTION.

SUBJECTS.

	In French.	In German.	In Writing.	In Précis Writing and Indexing.	In Book-keeping and Commercial Transactions.	In Phonography.	In Drawing.	In Agricultural Chemistry.	In Temperance and Hygiene.	In Vocal Music.	In Drill.	In Calisthenics.	In Gymnastics.	Preparing for Junior Matriculation.	Preparing for Senior Matriculation.	Preparing for a Learned Profession.	Preparing for Teachers' III. Class Non-Professional Certificate.	Preparing for II. Class Non-Professional Certificate.	Preparing for I. Class Non-Professional Certificate.	Taking a General Course.
1	65	17	67	92	146	....	146	....	....	....	110	171	110	14	1	7	52	17	....	102
2	127	32	197	35	35	....	197	....	....	....	140	139	151	6	2	....	30	30	11	145
3	114	13	155	152	152	....	150	....	....	30	45	82	127	13	5	7	30	32	6	110
4	151	27	300	100	300	....	300	....	....	40	164	176	194	10	....	15	50	25	1	240
5	17	15	118	60	60	...	60	....	....	....	102	63	102	15	9	....	60	30	4	47
6	67	19	68	.....	93	....	68	....	....	....	85	54	139	36	....	5	26	4	....	83
7	89	16	148	148	148	..	148	....	....	....	148	....	148	19	1	21	87	47	16	57
8	78	70	69	68	133	...	152	.. .	....	....	105	88	105	20	....	7	60	27	8	79
9	58	16	211	64	211	41	211	....	....	....	132	270	132	10	1	10	75	35	8	272
10	97	50	332	210	354	89	554	....	....	....	220	....	....	60	12	10	80	41	12	225
11	54	2	130	50	130	....	130	...	....	64	90	158	87	2	3	....	38	21	2	95
12	150	75	75	25	75	23	75	....	....	....	146	80	146	152	12	....	40	27	4	5
13	79	23	251	170	251	50	251	....	....	....	155	155	159	40	4	2	130	34	5	....
14	71	13	452	378	378	....	378	....	....	300	....	....	....	17	4	16	21	19	2	373
15	210	52	251	61	251	....	61	...	....	....	361	361	361	14	....	11	44	12	2	278
16	168	40	281	281	281	30	281	....	....	....	214	195	214	15	6	15	80	60	10	200
17	104	12	38	30	126	....	125	....	....	50	156	156	60	70	1	5	43	20	2	84
18	111	19	101	71	173	....	173	....	....	40	216	114	102	10	2	5	37	13	2	130
19	64	22	156	80	156	....	156	....	....	56	198	198	....	16	5	5	51	20	3	105
20	68	11	132	46	132	....	132	..	....	....	75	80	75	2	5	4	46	40	8	86
21	26	138	92	78	78	....	239	....	....	....	134	129	....	10	2	5	58	43	2	156
22	70	20	170	170	170	....	170	....	....	....	291	291	165	20	....	6	80	70	8	107
23	189	42	226	226	226	....	226	....	....	135	90	135	90	28	9	6	44	25	3	118
24	51	14	135	30	135	40	135	....	....	...	111	103	111	24	4	5	65	54	7	55
25	94	26	286	57	286	....	286	....	....	134	155	189	....	14	7	12	87	34	7	183
26	396	124	621	193	315	85	621	....	....	....	340	281	621	....	....	....	....	....	....	515
27	172	56	152	74	242	....	242	....	....	....	....	....	....	55	....	15	52	50	4	162
28	60	10	162	162	162	68	162	....	....	....	121	121	121	7	....	2	32	11	1	23
29	103	47	153	119	233	....	233	....	....	....	....	233	....	22	2	28	96	45	13	148
1	3103	1021	5529	3230	5432	426	6062	....	....	849	4104	4022	3490	721	97	224	1594	886	151	4183
2	2923	914	5108	3038	4435	512	4866	....	....	1005	3722	2645	2383	521	126	420	1690	1117	271	2991
3	180	107	421	192	997	....	1196	....	....	....	382	1377	1107	200	....	....	....	....	....	1192
4	.....	....	....	.....	.....	86	....	....	....	156	....	....	....	....	29	196	96	231	120	....
5	37	12	67	39	66	5	74	....	....	10	50	49	42	9	1	3	20	11	2	51

VIII.—TABLE H.—The

HIGH SCHOOLS.	NUMBER OF PUPILS IN THE														
	SUBJECTS.														
	In Reading and Orthoepy.	In English Grammar.	In Composition and Prose Literature.	In Poetical Literature.	In History.	In Geography.	In Arithmetic and Mensuration.	In Algebra.	In Geometry.	In Trigonometry.	In Physics.	In Chemistry.	In Botany.	In Zoology.	In Latin.
1 Alexandria	71	74	74	74	74	74	74	74	25	....	10	4	....	....	9
2 Almonte	138	163	163	163	163	163	163	162	162	4	6	25	6	....	92
3 Arnprior	82	82	82	82	82	82	82	82	66	2	1	3	1	....	36
4 Athens	100	143	143	143	143	143	143	143	100	3	12	43	12	....	65
5 Aylmer.....	150	216	216	216	216	216	198	214	66	18	78	59	78	3	61
6 Aurora.....	56	70	70	70	69	69	70	69	14	....	12	18	12	....	27
7 Beamsville.....	47	49	49	49	39	39	49	49	2	....	10	5	15	....	7
8 Belleville.....	198	240	240	240	240	240	240	230	104	6	10	23	10	2	68
9 Berlin.....	102	141	141	141	141	141	140	141	38	8	2	38	13	....	40
10 Bowmanville ..	127	127	127	127	127	127	127	120	65	4	30	23	30	....	25
11 Bradford	96	96	96	96	96	96	96	96	96	3	16	16	16	....	43
12 Brampton	177	187	187	187	187	187	187	187	70	10	140	68	144	....	80
13 Brighton	71	78	78	78	78	78	78	78	55	...	26	5	26	....	27
14 Caledonia	154	154	154	154	154	154	154	154	78	...	44	22	44	....	51
15 Campbellford.	180	180	180	180	176	176	180	175	40	2	142	36	142	2	24
16 Carleton Place.	136	164	164	164	164	164	160	164	88	5	14	24	14	....	62
17 Cayuga	53	65	5	65	65	65	65	65	....	....	35	8	43	....	18
18 Colborne	65	79	9	79	79	79	79	79	21	1	32	8	30	....	23
19 Cornwall	158	158	158	158	158	158	158	158	157	....	35	18	35	....	47
20 Dundas.....	73	90	90	90	90	90	90	90	17	....	....	10	....	....	32
21 Dunnville.....	103	118	118	118	117	117	118	117	15	8	28	10	28	...	28
22 Dutton.....	....	115	115	115	115	115	115	115	15	4	40	11	40	....	25
23 Elora.....	62	81	85	49	85	85	49	85	72	9	7	14	7	....	32
24 Essex	70	92	92	92	92	92	89	92	22	4	19	15	22	1	38
25 Fergus	79	101	101	101	101	101	101	101	90	....	8	26	8	....	46
26 Gananoque	93	101	101	101	101	101	101	101	34	3	3	4	3	....	30
27 Georgetown ...	99	120	120	120	120	120	120	120	21	....	41	20	41	....	22
28 Glencoe	75	105	105	105	105	105	105	105	30	3	33	30	33	....	47
29 Goderich	189	222	222	222	222	222	222	222	38	3	58	26	90	....	45
30 Gravenhurst...	29	29	29	29	29	29	29	29	29	....	28	....	26	....	9
31 Grimsby.....	54	54	54	54	54	54	54	54	32	....	....	4	....	....	27
32 Harriston	128	159	159	159	159	159	159	159	79	4	103	48	103	...	47
33 Hawkesbury...	61	61	61	61	61	61	61	62	62	1	....	10	40	....	7
34 Iroquois.....	106	106	106	106	106	106	106	106	72	....	38	16	38	....	48
35 Kemptville	170	173	171	173	171	169	169	172	133	5	97	22	97	....	59
36 Kincardine	121	120	117	117	117	117	117	117	40	....	46	40	46	....	40
37 Listowel	139	139	139	139	139	139	139	139	35	....	84	24	84	....	18
38 Madoc	40	48	49	49	49	49	48	48	7	....	27	9	27	....	3
39 Markham	79	90	90	90	90	90	90	90	20	1	20	6	6	....	40
40 Mitchell	116	144	144	144	142	142	142	138	91	6	19	27	17	....	19
41 Morrisburg	200	200	200	200	200	200	194	200	200	6	44	36	44	3	86
42 Mt. Forest	120	133	133	133	133	133	133	134	134	4	45	18	45	....	32
43 Napanee.....	211	211	211	211	211	211	211	211	211	....	32	30	32	....	70
44 Newburgh.....	39	44	44	44	44	44	42	44	30	2	42	5	28	2	...
45 Newcastle.....	40	48	48	48	48	48	48	48	30	....	7	15	7	...	14
46 Newmarket ...	100	122	122	122	122	122	119	122	106	1	21	19	21	1	44
47 Niagara	41	38	38	38	38	38	41	35	10	....	6	....	10	....	3
48 Niagara Falls S	100	119	119	119	119	119	119	119	62	2	29	19	29	....	59
49 Norwood	105	126	126	126	126	126	126	124	55	....	91	16	60	....	13

High Schools

VARIOUS BRANCHES OF INSTRUCTION.

SUBJECTS.

	In Greek.	In French.	In German.	In Writing.	In Précis Writing and Indexing.	In Book-keeping and Commercial Transactions.	In Phonography.	In Drawing.	In Agricultural Chemistry.	In Temperance and Hygiene.	In Vocal Music.	In Drill.	In Calisthenics.	In Gymnastics.	Preparing for Junior Matriculation.	Preparing for Senior Matriculation.	Preparing for a Learned Profession.	Preparing for Teachers' III Class Non-Professional Certificate.	Preparing for II. Class Non-Professional Certificate.	Preparing for I. Class Non-Professional Certificate.	Taking a General Course.
1	3	59	....	74	71	71	....	71	...	....	....	....	....	....	3	....	7	63	1	....	....
2	15	81	6	163	138	138	....	138	....	....	50	....	....	....	21	....	5	33	21	4	4
3	9	54	7	69	17	69	....	69	....	....	....	....	..	..	10	....	2	13	2	1	54
4	22	66	....	100	100	100	....	100	....	....	50	....	24	....	12	1	2	85	34	1	8
5	17	32	8	150	150	150	....	150	....	....	....	....	....	....	12	4	9	61	27	11	92
6	.....	28	2	56	56	56	....	56	....	....	....	....	..	....	2	....	3	56	14	....	1
7	.....	4	8	47	48	48	....	48	....	....	....	....	....	....	....	....	....	17	2	....	30
8	12	102	20	198	62	180	....	208	....	....	....	....	....	..	56	4	8	60	44	2	74
9	5	30	96	105	20	109	1	112	....	....	....	50	....	....	18	1	....	36	12	3	90
10	4	27	12	57	47	69	....	100	....	....	...	69	....	....	4	....	2	40	10	....	100
11	5	37	5	93	96	96	20	96	16	96	....	....	....	....	12	....	7	22	10	...	63
12	10	120	15	90	90	140	80	157	....	....	....	....	80	....	10	....	8	50	20	10	....
13	.....	22	5	39	13	62	....	69	....	....	....	....	....	....	2	....	3	19	2	....	28
14	9	57	3	123	76	123	...	123	....	....	....	72	82	....	6	....	8	50	20	....	60
15	4	12	....	140	60	140	....	140	....	....	....	....	60	....	5	....	....	100	40	2	38
16	8	58	....	136	136	136	....	136	....	....	....	80	32	....	4	1	5	30	10	3	50
17	2	2	....	53	18	18	....	53	....	....	....	20	20	....	1	....	5	15	3	....	27
18	.....	29	9	79	66	66	....	66	....	....	....	....	....	....	9	....	4	27	7	....	33
19	6	75	....	45	68	156	....	148	....	....	....	....	....	....	3	....	9	68	18	....	82
20	9	45	....	73	73	73	....	73	....	....	....	....	....	....	11	....	....	31	9	....	40
21	4	42	3	36	67	70	....	101	....	....	....	55	....	....	5	....	2	40	6	3	62
22	5	30	5	....	35	35	....	85	....	....	....	..	....	....	2	5	....	26	11	....	50
23	8	25	30	32	30	62	....	62	....	....	....	....	....	....	7	....	1	32	10	....	1
24	4	29	2	70	18	70	....	70	....	....	....	....	....	....	4	...	3	39	14	3	29
25	8	55	....	79	79	79	....	79	....	....	....	....	....	....	6	1	....	44	12	....	....
26	3	67	9	93	93	93	....	94	....	....	....	....	....	....	7	....	2	22	4	2	64
27	2	49	5	99	36	83	....	99	....	....	....	....	....	....	4	....	8	43	17	....	52
28	7	25	5	75	75	75	....	75	....	....	....	....	....	....	6	1	2	42	24	....	1
29	9	67	1	70	60	185	....	185	....	....	....	....	45	....	7	2	5	55	25	1	132
30	.....	18	....	29	29	29	....	29	...	....	....	....	....	....	2	....	....	29	....	....	....
31	2	19	1	54	25	51	....	51	....	....	....	....	....	....	4	....	3	10	2	....	39
32	11	29	22	58	128	128	....	134	....	....	....	....	....	....	9	....	5	90	40	..	149
33	1	16	....	....	62	62	....	54	....	....	....	....	....	....	1	1	1	43	9	....	10
34	10	27	....	92	92	92	....	92	....	....	....	....	....	....	6	....	10	50	11	....	29
35	8	50	10	155	155	155	....	155	....	....	....	....	....	....	7	5	3	30	7	2	....
36	6	32	6	30	45	45	....	60	....	...	....	62	40	....	6	....	2	30	20	1	86
37	.....	27	15	139	60	104	....	104	....	....	....	....	....	....	6	....	12	35	18	....	61
38	.....	22	....	40	17	40	....	40	....	....	....	....	....	16	....	....	....	39	9	....	2
39	11	27	6	....	50	85	....	85	....	....	....	....	....	....	8	....	12	26	6	....	36
40	3	36	67	117	117	117	....	117	....	....	....	....	....	....	7	2	3	33	19	....	80
41	12	83	13	200	153	153	10	153	....	....	200	106	94	106	8	....	2	42	32	6	110
42	8	35	8	110	110	110	....	110	....	...	80	60	40	....	7	....	4	65	18	1	40
43	15	110	....	211	130	130	....	181	....	....	....	....	....	....	10	....	20	60	26	..	....
44	.....	....	....	....	....	39	....	39	....	....	....	....	....	....	....	....	....	25	3	2	14
45	1	21	3	40	40	40	....	40	....	....	....	....	....	....	1	....	2	16	9	....	20
46	4	41	9	100	46	100	....	100	....	....	....	122	122	....	8	....	4	40	14	1	55
47	1	29	....	35	5	38	25	30	....	...	25	....	41	....	1	....	1	10	..	....	25
48	2	29	....	100	100	100	....	100	....	...	....	119	119	....	2	....	....	36	12	....	42
49	8	25	....	105	105	105	....	105	....	....	....	56	72	....	8	....	3	45	10	....	10

VIII.—TABLE H.—The

HIGH SCHOOLS.	NUMBER OF PUPILS IN THE.														
	SUBJECTS.														
	In Reading and Orthoepy.	In English Grammar.	In Composition and Prose Literature.	In Poetical Literature.	In History.	In Geography.	In Arithmetic and Mensuration.	In Algebra.	In Geometry.	In Trigonometry.	In Physics.	In Chemistry.	In Botany.	In Zoology.	In Latin.
50 Oakville	83	83	83	83	83	83	83	83	53	1	51	12	51	....	12
51 Omemee	57	57	57	57	57	57	57	57	35	....	19	7	19	....	8
52 Orangeville	200	270	262	270	270	262	262	252	85	11	91	48	91	....	99
53 Orillia	148	159	156	156	156	156	153	152	66	7	15	19	16	...	152
54 Oshawa	168	202	202	202	202	202	202	202	92	3	24	24	25	....	43
55 Paris	111	111	111	111	111	111	111	111	43	...	82	9	82	....	29
56 Parkhill	114	114	114	114	114	114	114	114	46	....	80	31	80	....	18
57 Pembroke	88	88	88	88	88	88	88	85	58	....	49	4	1	....	42
58 Petrolea	111	128	128	128	128	128	128	127	125	...	81	15	81	1	92
59 Picton	159	159	159	159	159	159	159	159	117	1	34	6	34	....	42
60 Port Arthur	56	56	56	56	56	56	56	56	6	....	....	6	1	....	22
61 Port Dover	63	89	86	86	86	86	80	86	23	6	25	27	25	....	28
62 Port Elgin	72	77	77	77	77	77	77	77	49	....	31	7	31	....	30
63 Port Hope	121	153	153	153	153	153	153	153	153	8	80	32	80	....	45
64 Port Perry	132	138	138	138	138	138	138	138	130	6	41	18	41	....	30
65 Port Rowan	31	41	41	41	41	41	39	41	41	2	39	7	41	....	5
66 Prescott	79	79	79	79	79	69	79	79	11	....	2	12	2	....	34
67 Renfrew	118	118	118	118	118	118	118	111	63	....	12	8	15	....	34
68 Richmond Hill	63	70	70	70	70	70	70	70	60	....	5	7	5	....	33
69 Sarnia	226	252	252	252	252	252	249	252	90	3	22	27	22	....	87
70 Simcoe	143	180	181	180	180	180	180	180	50	..	104	34	104	....	45
71 Smith's Falls	95	116	116	116	116	116	115	116	86	1	44	21	44	1	35
72 Smithville	78	83	83	83	83	83	83	83	5	....	15	7	15	....	20
73 Stirling	54	67	67	67	67	67	67	66	13	1	15	13	44	.. .	14
74 Streetsville	53	57	57	57	57	57	57	56	10	....	1	2	1	....	10
75 Sydenham	108	108	108	108	108	108	106	108	18	4	34	15	34	1	43
76 Thorold	95	95	95	95	95	95	95	95	80	1	2	12	2	....	20
77 Tilsonburg	89	89	89	89	89	89	89	84	20	....	18	25	18	....	24
78 Trenton	76	110	110	110	110	110	110	110	80	1	25	16	25	....	18
79 Uxbridge	121	131	131	131	131	131	131	130	69	...	19	7	19	....	41
80 Vankleekhill	91	110	110	110	110	110	107	110	76	1	6	16	6	....	12
81 Vienna	52	52	52	52	52	52	52	52	6	1	....	5	....	1	7
82 Walkerton	190	193	193	193	193	161	193	193	88	3	69	33	83	....	57
83 Wardsville	65	72	72	72	72	72	69	72	7	2	21	4	21	....	17
84 Waterdown	86	86	86	87	87	86	86	86	12	....	20	12	20	....	24
85 Welland	115	115	115	115	115	115	108	105	78	6	14	10	14	....	72
86 Weston	62	77	77	77	77	76	77	77	57	1	6	6	6	....	45
87 Williamstown	74	84	84	84	84	83	83	83	33	....	8	10	30	....	27
88 Windsor	170	183	183	40	183	183	183	183	12	1	78	11	25	....	33
1 Total 1889	9020	10224	10214	10045	10204	10149	10107	10133	5185	203	2953	1561	2953	18	3237
2 " 1888	9601	10440	10451	10279	10306	10389	10368	10364	5293	331	3068	1750	2981	3	3209
3 Increase	....	....	....	....	....	....	....	....	....	....	....	....	....	15	28
4 Decrease	581	216	237	234	102	240	261	231	108	128	115	189	28	....	....
Percentage of total	87	98	98	97	98	98	97	97	50	2	28	15	28	....	31

High Schools.—*Continued.*

VARIOUS BRANCHES OF INSTRUCTION.

SUBJECTS.

		In Greek.	In French.	In German.	In Writing.	In Précis Writing and Indexing.	In Book-keeping and Commercial Transactions	In Phonography.	In Drawing.	In Agricultural Chemistry.	In Temperance and Hygiene.	In Vocal Music.	In Drill.	In Calisthenics.	In Gymnastics.	Preparing for Junior Matriculation.	Preparing for Senior Matriculation.	Preparing for a Learned Profession.	Preparing for Teachers' III. Class Non-Professional Certificate.	Preparing for II. Class Non-Professional Certificate.	Preparing for I. Class Non-Professional Certificate.	Taking a General Course.
50	6	....	....	35	41	71	....	71	....	....	....	....	24	29	....	6	....	6	41	12	....	24
51	25	....	....	50	30	50	....	50	....	....	....	....	....	....	....	....	....	....	21	7	....	28
52	34	83	18	85	90	200	....	200	....	....	....	....	30	60	....	11	9	6	90	34	2	30
53	22	67	5	110	125	125	....	125	....	....	....	32	....	133	63	24	4	15	57	19	3	37
54	9	121	2	168	47	168	....	168	....	....	....	....	....	....	....	6	...	2	26	10	1	57
55	1	11	....	111	34	34	....	111	....	....	....	....	....	....	....	....	....	....	34	9	....	68
56	4	24	2	83	75	75	....	83	....	....	....	....	....	....	....	4	....	8	60	28	....	102
57	2	24	6	48	...	78	....	78	....	....	....	....	....	....	....	10	....	3	10	3	....	72
58	1	108	18	77	111	111	77	111	....	....	....	....	36	41	....	1	....	6	30	14	1	73
59	2	94	14	109	37	50	....	149	....	....	....	....	42	99	60	6	....	1	42	9	1	....
60	....	32	2	40	40	40	....	50	....	....	....	....	....	....	....	1	....	3	10	3	....	40
61	....	25	8	34	52	69	....	63	....	....	....	....	....	....	....	....	....	3	28	7	3	48
62	....	5	12	44	....	44	....	72	....	....	....	....	....	....	....	1	....	1	28	5	....	44
63	3	109	20	121	80	80	....	121	....	....	....	130	73	80	153	6	....	2	43	36	....	72
64	8	61	16	132	60	132	....	132	....	....	....	....	65	60	70	10	1	5	40	22	4	....
65	....	1	....	31	31	31	....	31	....	....	....	....	....	....	....	....	....	1	22	7	2	9
66	5	39	....	67	69	69	....	69	....	....	....	....	69	20	....	5	....	2	10	8	....	61
67	8	42	6	67	93	93	....	118	....	....	....	....	....	....	....	11	....	....	21	5	....	....
68	6	33	4	63	63	63	....	63	....	....	....	....	....	....	....	9	....	....	29	7	....	28
69	10	132	21	120	83	226	....	224	....	....	....	....	....	....	....	10	...	8	103	40	4	87
70	6	55	1	143	60	140	....	143	....	....	....	....	143	143	143	5	....	2	62	32	1	79
71	2	37	....	95	95	95	....	95	....	....	....	....	....	....	....	2	....	....	33	20	1	116
72	3	13	10	83	34	34	....	40	....	....	....	....	....	12	....	1	....	....	20	4	....	59
73	1	4	....	67	54	54	....	54	....	....	....	....	20	36	....	6	....	..	20	8	1	....
74	1	25	7	25	45	45	....	45	....	....	....	....	....	....	....	7	1	1	13	1	....	24
75	11	2	....	106	29	54	....	54	....	....	....	....	....	....	....	6	1	2	32	15	2	17
76	3	55	....	90	21	21	....	30	....	....	....	....	....	....	....	5	....	15	14	9	1	51
77	5	26	5	80	80	80	....	85	....	....	89	89	89	....	....	2	....	3	30	3	....	48
78	5	20	....	76	30	76	....	76	....	....	....	....	51	59	....	12	....	5	30	16	1	46
79	5	48	16	46	75	75	....	75	....	....	....	....	79	52	....	16	....	5	69	5	....	36
80	....	101	5	91	91	91	....	91	....	....	....	....	25	....	....	2	....	....	48	16	....	46
81	....	13	5	52	52	52	....	52	....	....	....	....	....	....	....	5	....	1	48	3	1	....
82	17	33	43	31	50	140	....	136	....	....	....	....	....	39	....	16	....	31	76	45	....	25
83	1	22	2	....	30	30	....	65	....	....	....	....	....	....	....	1	....	10	19	2	2	39
84	1	20	....	50	69	69	....	63	....	....	....	....	....	....	....	4	....	6	30	10	....	6
85	12	17	9	103	55	55	....	100	....	....	....	....	44	67	....	9	2	9	25	7	2	....
86	9	26	6	31	48	48	....	48	....	....	....	....	28	24	....	5	....	....	41	3	....	2
87	8	45	6	70	18	70	....	70	....	....	....	....	....	....	....	6	....	....	28	10	....	1
88	1	47	3	145	40	171	....	171	....	....	....	....	....	....	....	1	....	....	40	9	....	133
1	505	3650	688	7041	5504	7684	213	8324	16	96	656	1689	1914	605	582	46	359	3396	1197	92	3679	
2	582	3703	668	6945	5410	7909	155	8461	....	209	951	1670	1382	202	597	37	424	3288	1235	77	4004	
3	....	..	20	96	94	....	58	....	16	....	....	19	532	403	....	9	..	108	....	15	....	
4	77	53	....	...	....	225	....	137	....	113	295	....	....	....	15	....	65	....	38	....	325	
	5	35	7	68	53	74	2	80	....	1	6	16	18	6	6	½	3	33	12	1	35	

IX.—TABLE I.—The

COLLEGIATE INSTITUTES.	MISCELLANEOUS															
	Brick, stone or frame school house.	Freehold or rented school house.	Size of Playground.	How many days open during the year.	Schools under United Board.	Total value of library.	Total value of scientific apparatus.	Total value of charts, maps and globes.	Gymnasium.	Total value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture readings.	Schools opened or closed with prayer.	Schools using Bible.	Schools having religious instruction under Reg. 8, 206.
			Acres			$	$	$		$		$				
1 Barrie	B	F	3	175	....	436	520	134	1	1200	1	....	....	....	..	.....
2 Brantford	B	F	1	200	....	423	473	125	1	1000	1	....	1	1	..	.....
3 Brockville	S	F	2	196	....	431	396	116	1	200	..	....	....	1	1	.. ....
4 Chatham	B	F	2½	209	....	480	514	92	1	600	1	100	1	1	..	.....
5 Clinton	B	F	3¼	211	....	191	762	211	1	500	..	...	1	1	1	.....
6 Cobourg	B	F	⅖	201	....	501	481	77	1	800	..	....	1	1	1	... ..
7 Collingwood	B	F	1	203	....	400	494	107	1	375	..	....	1	....	..	.....
8 Galt	S	F	8½	195	....	505	726	172	1	1600	..	....	1	1	1	.....
9 Guelph	S	F	4	199	1	556	532	139	1	2000	1	50	....	1	..	.....
10 Hamilton	S	F	¼	211	1	556	658	117	1	50	..	....	1	1	1	.....
11 Ingersoll	B	F	2	210	1	458	460	127	1	.....	..	....	1	1	..	.....
12 Kingston	S	F	1	205	....	537	529	87	1	1300	1	25	1	1	1	.....
13 Lindsay	B	F	2	211	1	460	506	100	1	90	..	....	....	1	..	.....
14 London	B	F	3	211	1	637	623	172	..	.....	..	....	....	1	..	.....
15 Ottawa	S	F	1¼	203	....	521	410	84	1	2000	1	100	1	1	1	.....
16 Owen Sound	B	F	4	211	1	500	1553	167	1	300	..	....	....	1	1	.....
17 Perth	B	F	5	208	1	470	650	141	1	700	1	500	....	1	1	.....
18 Peterborough	B	R	1	207	1	526	480	150	1	650	1	....	1	1	1	.....
19 Ridgetown	B	F	1½	211	....	452	485	96	1	508	1	40	....	1	..	.....
20 Seaforth	B	F	3	206	....	569	537	155	1	750	1	50	....	1	1	.....
21 Stratford	B	F	8	207	....	400	420	194	1	197	..	....	1	1	1	.....
22 Strathroy	B	F	1¼	208	....	470	543	105	1	494	..	....	1	1	1	.....
23 St. Catharines	B	F	¼	201	....	507	523	127	1	100	..	....	1	1	..	.....
24 St. Mary's	B	F	2	210	....	372	333	125	1	.....	..	....	1	1	..	.....
25 St. Thomas	B	F	2	197	1	530	380	125	1	600	..	....	....	1	1	.....
26 Toronto (Jarvis st)	B	F	2	192	. .	497	441	332	1	6000	1	20	....	1	1	.... .
27 " (Jamieson ave)	B	F	1½	191	....	552	644	105	1	4000	..	....	1	1	1	.....
28 Whitby	B	F	1	201	1	456	539	150	1	1000	.	....	1	1	..	.....
29 Woodstock	B	F	1	211	....	566	795	135	1	2100	1	50	1	1	..	.....
	B S F	F R	Acres													
1 Total, 1889	23.6.0	28.1	68½	203	10	13953	16407	3967	28	29114	12	935	18	27	16	.....
2 Total, 1888	21.5.0	25.1	66⅕	205	9	11599	13720	3529	24	25446	13	765	18	24	15	1
3 Increase	2 1.0	3.0	2 3/10	....	1	2354	2687	438	4	3668	..	170	....	3	1	.....
4 Decrease	.....	.....	.....	2	....	.....	.....	....	..	.....	1	....	....	....	..	1

Collegiate Institutes.

INFORMATION.

Commencement exercises, Reg. 55.		Number of pupils in—				No. of pupils from municipality in which Collegiate Institute is situated.	No. of pupils from outside municipal's within the Co.	No. of pupils from other Counties.	No. of pupils who matriculated at any University.	No. of pupils who obtained honors and scholarships at junior matriculation.	No. of pupils who obtained honors and scholarships at senior matriculation.	No. of pupils who passed Law Society matriculation examination.	No. of pupils who passed Medical Council matriculation examination.	No. of pupils who passed examination as students of surveying.	No. of pupils who entered mercantile life.	No. who became occupied with agriculture.	No. who joined any learned profession.	No. who became teachers.	No. who left for other occupations.
		Form I.	Form II.	Form III.	Form IV.														
1	..	146	24	7	1	78	89	11	5	1	.....	.....	....	.....	9	6	8	14	31
2	..	197	70	20	3	192	74	24	8	7	.....	.....	.....	.....	...	....	5	10	....
3	1	149	34	12	....	144	44	7	5	....	.....	1	.....	.....	30	6	5	12	4
4	1	279	52	9	....	220	110	10	2	1	.....	.....	.....	.....	25	25	5	25	25
5	..	118	28	8	11	61	87	17	3	1	.....	.....	.....	.....	8	10	5	30	....
6	..	110	25	4	....	104	24	11	8	.. .	.....	. .	.....	.....	7	5	5	8	19
7	..	148	58	20	2	78	64	86	7	2	.....	1	.....	.....	7	6	1	5	31
8	1	143	43	15	....	104	71	26	4	2	.....	.....	.....	.....	10	15	4	20	15
9	..	211	46	14	1	215	48	9	5	2	.....	.....	.....	.....	30	12	15	13	50
10	..	406	131	44	21	497	41	64	14	9	7	4	1	.....	50	....	20	35	....
11	1	125	31	2	3	98	49	14	2	.....	.....	.....	.....	.....	9	7	....	16	28
12	1	142	72	12	....	173	42	11	16	8	.....	.....	.....	..	20	....	...	20	30
13	1	227	65	7	2	133	118	50	7	2	.....	.....	.....	.....	16	24	4	26	34
14	1	378	31	32	11	419	31	2	8	5	1	2	3	2	53	3	5	13	73
15	..	251	83	27	....	264	72	25	10	6	.....	2	2	.....	32	16	10	17	12
16	..	290	90	22	7	178	146	85	6	1	.....	3	.....	.....	40	40	10	80	10
17	..	125	31	6	....	105	50	7	3	1	.....	1	2	.....	5	5	4	15	21
18	..	187	23	6	...	165	44	7	2	....	.....	.....	.....	.....	16	3	4	13	4
19	1	133	52	19	1	90	96	19	8	4	.....	2	2	.....	5	16	5	15	42
20	1	132	46	6	7	96	92	3	5	4	2	.....	....	.....	10	10	3	20	5
21	..	222	42	8	1	206	57	10	2	2	1	2	....	.....	15	4	2	16	9
22	1	177	94	20	....	127	126	38	5	5	.....	. ....	.....	.....	20	40	15	40	....
23	..	226	78	33	19	206	65	85	26	15	6	5	3	.....	20	4	6	30	10
24	1	135	54	21	4	105	72	37	9	5	3	2	3	.....	12	20	6	35	30
25	1	286	41	11	6	209	128	7	8	3	.....	2	2	.... .	53	28	5	24	60
26	1	509	91	21	....	586	25	10	21	13	.....	1	2	.....	50	3	17	20	95
27	1	255	64	19	....	265	53	20	4	3	....	1	2	.....	....	....	2	12	....
28	1	162	20	2	....	90	90	4	3	.....	.....	.... .	.....	... .	10	12	3	12	....
29	1	231	64	25	2	158	127	37	8	2	.....	.. . .	.....	.....	30	50	10	40	20
1	16	6100	1583	452	102	5366	2135	736	214	104	20	29	22	2	592	370	184	636	658
2	16	5307	1347	523	90	....	....	....	144	96	16	23	34	4	566	300	160	553	552
3	..	793	236	....	12	.....	....	....	70	8	4	6	.....	.....	26	70	24	83	106
4	..	....	....	71	....	.....	....	....	....	.....	.....	.....	12	2	....	....	....	....	....

IX.—TABLE I.—The

HIGH SCHOOLS.	Brick, stone or frame school house.	Freehold or rented school house.	Size of playground.	How many days open during the year.	Schools under United Board.	Total value of library.	Total value of scientific apparatus.	Total value of charts, maps and globes.	MISCELLANEOUS: Gymnasium.	Total value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture readings.	Schools opened or closed with prayer.	Schools using Bible.	Schools having religious instruction under Reg. 8, 206.
			Acres			$	$	$		$		$				
1 Alexandria	B	F	1¼	200		30	116	43						1	1	
2 Almonte	S	R	1	211	1	390	189	46			1	20		1	1	
3 Arnprior	B	F	1½	198	1	170	93	46						1		
4 Athens	S	F	2	211	1	367	231	21						1	1	
5 Aylmer	B	F	4¼	207		443	340	91	1	600	1	200		1		
6 Aurora	B	F	1	211		155	125	56						1	1	
7 Beamsville	B	F	1	210	1	119	118	18			1		1	1	1	
8 Belleville	B	F	1¼	200	1	174	340	134						1	1	
9 Berlin	B	F	4½	195		230	940	69			1	50		1	1	
10 Bowmanville	B	R	½	198		399	137	19						1	1	1
11 Bradford	B	F	2	205			120	63		10	1					
12 Brampton	B	F	5	210		296	258	27			1	40		1		
13 Brighton	B	F	⅔	204	1	99	255	40					1	1	1	
14 Caledonia	B	F	1½	203	1	122	231	39		5				1	1	
15 Campbellford	B	F	½	210	1	35	300	20					1	1	1	
16 Carleton Place	S	F	1¼	210	1	97	206	48					1	1		
17 Cayuga	B	F	1	208		38	152	29					1	1		
18 Colborne	B	F	1	201	1	233	232	77			1		1	1		
19 Cornwall	B	F	⅝	210		370	152	128								
20 Dundas	B	F	1½	196	1	156	174	109			1		1	1		
21 Dunnville	B	F	¼	207		150	265	27					1	1		
22 Dutton	B	R	1½	211		95	204	31						1	1	
23 Elora	S	R	1	204		51	269	111			1	3000		1		
24 Essex	B	F	3¼	203		102	213	75					1	1		
25 Fergus	S	F	1	209	1	99	155	70					1	1	1	
26 Gananoque	S	F	½	201	1	83	71	94					1	1		
27 Georgetown	B	F	4½	204			23						1	1		
28 Glencoe	B	F	2	122										1		
29 Goderich	B	F	½	203		284	384	76					1	1		
30 Gravenhurst	F	R	1	84		6	232	34						1	1	
31 Grimsby	F	F	1	196		55	100	44					1	1	1	
32 Harriston	B	F	3	209		22	200	72					1	1		
33 Hawkesbury	B	F	2	205	1	175	255	130					1	1		
34 Iroquois	B	F	1	207		266	350	20					1	1		
35 Kemptville	B	F	2	210	1	126	279	70						1		
36 Kincardine	B	F	3	207	1	211	231	76					1	1	1	
37 Listowel	B	F	4	198		112	50	76								
38 Madoc	B	F	1¼	63		229	271	76	1	30						
39 Markham	B	F	2	208		87	91	35						1		
40 Mitchell	B	F	⅔	206		83	164	78	1	325				1		
41 Morrisburg	B	F	1	210	1	391	506	57	1	500				1	1	
42 Mt. Forest	B	F	2½	204		27	336	68	1	5	1			1	1	
43 Napanee	B	F	7½	207	1	275	395	83	1	250				1		
44 Newburgh	S	F	1	202	1	270							1	1	1	
45 Newcastle	B	F	1	197	1	116	30	19					1	1		1
46 Newmarket	B	F	2	204		141	352	53			1		1	1		
47 Niagara	B	F	½	202		128	133	49					1	1		
48 Niagara Falls, S.	F	F	2	206		83	104	41						1	1	
49 Norwood	B	F	1	198	1	228	39	32					1	1	1	
50 Oakville	B	F	1⅜	208	1	177	129	24			1	40	1	1		
51 Oakwood	B	F	¼	205		69		16					1	1		
52 Omemee	F	F	⅝	206	1	41	92	45								
53 Orangeville	B	F	2	197		359	367	77					1	1		

High Schools.

INFORMATION.

	Commencement exercises, Reg. 55.	Number of pupils in—				No. of pupils from municipality in which High School is situated.	No. of pupils from outside municipality within the Co	No. of pupils from other Counties.	No. of pupils who matriculated at any University.	No. of pupils who obtained honors and scholarships at junior matriculation.	No. of pupils who obtained honors and scholarships at senior matriculation.	No. of pupils who passed Law Society matriculation examination.	No. of pupils who passed Medical Council matriculation examination.	No. of pupils who passed examination as students of surveying.	No. of pupils who entered mercantile life.	No. who became occupied with agriculture.	No. who joined any learned profession.	No. who became teachers.	No. who left for other occupations.
		Form I.	Form II.	Form III.	Form IV.														
1	..	71	3	....	....	72	2	....	....	....	....	....	....	....	6	6	....	8	10
2	1	138	23	2	....	98	41	24	3	2	....	1	....	....	3	5	1	6	9
3	..	69	11	2	....	52	23	7	4	1	....	....	....	....	1	....	1	3	8
4	1	100	40	2	1	55	88	....	3	1	....	1	....	....	12	4	1	20	....
5	1	150	48	15	3	109	98	9	3	....	2	....	....	....	7	11	3	16	8
6	..	56	14	....	....	39	31	....	....	....	....	....	....	....	1	....	....	4	....
7	..	47	2	....	....	26	21	2	....	....	....	....	....	....	4	7	....	2	....
8	1	198	44	6	....	220	28	....	3	....	....	1	1	....	15	4	10	16	10
9	1	109	21	10	1	61	67	13	4	4	....	....	....	....	15	9	6	5	10
10	..	100	25	2	....	84	43	....	2	2	....	1	....	....	6	2	....	5	6
11	1	74	22	....	....	33	63	....	3	....	....	....	1	....	3	13	1	6	10
12	1	149	28	10	....	70	117	....	7	4	....	2	....	....	....	....	4	30	....
13	..	69	9	....	....	36	42	....	....	....	....	....	....	....	8	4	....	5	5
14	1	123	29	2	....	44	72	38	2	1	....	1	1	....	10	20	3	22	....
15	..	140	38	2	....	67	99	14	3	....	....	....	....	....	6	10	....	40	12
16	..	136	23	5	....	85	68	11	....	....	....	1	....	....	12	....	....	9	3
17	..	53	12	....	....	20	45	....	1	....	....	3	....	....	3	6	3	6	6
18	..	62	18	1	....	36	44	1	3	....	....	....	....	....	2	8	4	5	10
19	..	137	21	....	....	75	76	7	....	....	....	3	....	....	6	4	3	20	6
20	..	73	17	....	....	46	41	3	1	....	....	....	3	....	4	3	....	4	50
21	..	103	7	8	....	51	56	11	....	....	....	1	....	....	6	3	2	4	7
22	..	102	10	3	....	91	19	5	3	2	....	....	....	....	35	20	....	....	....
23	..	62	19	4	....	40	41	4	....	....	7	....	1	....	6	4	2	5	4
24	..	70	19	3	....	32	56	4	2	....	....	....	....	....	5	1	2	15	....
25	..	79	22	....	....	82	19	....	1	....	....	....	....	....	25	6	....	10	....
26	..	93	6	2	....	84	15	2	1	....	....	....	....	....	7	2	....	3	3
27	..	99	21	....	....	42	55	23	1	1	....	....	....	....	1	9	....	3	....
28	..	112	27	3	....	62	8	72	1	....	....	1	....	....	....	11	2	4	2
29	..	189	36	2	....	131	85	11	4	....	....	1	....	....	8	12	6	18	....
30	1	29	....	....	....	25	2	2	....	....	....	....	....	....	....	....	....	....	....
31	..	51	3	....	....	23	30	1	2	....	....	....	....	....	5	9	....	1	8
32	..	119	38	2	....	57	78	24	3	....	....	....	....	....	10	8	6	3	16
33	..	50	11	1	....	47	15	....	1	....	....	....	....	....	3	9	....	8	....
34	1	92	14	....	....	43	51	12	1	....	....	....	3	....	5	10	3	15	10
35	..	148	19	6	....	49	52	72	2	....	....	....	....	....	10	12	5	20	6
36	..	79	40	4	....	30	89	4	....	....	....	1	....	....	2	4	1	8	5
37	..	44	60	35	....	56	80	3	3	....	....	....	....	....	15	5	....	18	3
38	..	41	9	....	....	32	14	4	....	....	....	....	....	....	....	....	....	....	....
39	..	79	11	....	....	30	56	4	3	....	....	....	....	....	8	4	1	4	8
40	1	116	22	5	1	83	58	3	2	....	....	....	....	....	9	7	3	15	12
41	1	153	41	6	....	84	86	30	....	....	....	1	....	1	15	20	6	18	20
42	1	106	24	5	....	69	30	36	4	4	....	....	....	....	10	5	5	14	....
43	..	181	30	....	....	109	100	2	5	....	....	....	....	1	6	....	4	20	....
44	..	14	25	3	2	16	28	....	2	....	....	....	1	....	....	....	....	....	....
45	..	40	8	....	....	22	25	1	....	....	....	....	....	....	....	2	....	4	1
46	..	100	19	3	....	52	59	11	2	1	....	....	....	....	4	5	1	11	25
47	1	40	1	....	....	25	15	1	1	....	....	....	....	....	....	2	1	1	2
48	..	100	19	..	....	84	9	26	..	....	....	....	....	....	7	2	....	5	19
49	..	108	18	2	....	54	51	23	5	2	....	....	....	....	5	10	....	15	2
50	1	68	15	....	....	45	38	....	2	....	....	....	....	....	3	8	5	5	9
51	1	53	14	....	....	63	2	2	1	....	....	....	1	....	9	5	3	8	14
52	..	50	7	....	....	46	5	6	....	....	....	....	....	....	....	2	1	4	6
53	1	210	49	11	....	94	88	88	8	2	....	....	....	....	10	31	8	27	6

IX.—TABLE I.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, stone or frame school house.	Freehold or rented school house.	Size of playground.	How many days open during the year.	Schools under United Board.	Total value of library.	Total value of scientific apparatus.	Total value of charts, maps and globes.	Gymnasium.	Total value of gymnasium and appliances.	Museum.	Estimated value of Museum.	Schools using authorized Scripture readings.	Schools opened or closed with prayer.	Schools using Bible.	Schools having religious instruction under Reg. 8, 206.
			Acres			$	$	$		$		$				
54 Orillia	B	F	2½	210	....	329	134	....	1	3000	..	....	....	1	1	....
55 Oshawa	B	F	3½	203	1	168	275	55	..	.....	1	....	1	1	..	.....
56 Paris	B	F	½	211	1	65	338	110	..	.....	..	....	1	1	1	.....
57 Parkhill	B	R	½	210	1	19	212	90	..	.....	1	5	1	1	1	1
58 Pembroke	B	F	1	203	1	.....	174	....	..	....	..	....	....	1	..	.....
59 Petrolea	B	F	2⅛	205	....	287	194	20	..	.....	..	....	1	1	..	....
60 Picton	B	F	1	209	....	368	274	57	..	.....	..	....	....	1	1	.....
61 Port Arthur	B	F	¾	81	....	.....	280	30	..	.....	1	25	1	1	..	.....
62 Port Dover	B	F	1⅝	205	1	83	87	28	..	....	..	...	1	1	..	.....
63 Port Elgin	B	F	1¼	....	....	22	231	10	1	250	..	....	....	1	1	.....
64 Port Hope	B	F	⅛	210	....	154	286	52	..	.....	1	....	1	1	..	....
65 Port Perry	B	F	1¾	200	1	297	120	44	..	10	..	....	1	1	1	1
66 Port Rowan	B	F	2	207	1	25	100	21	..	.....	..	....	1	1	1	.....
67 Prescott	S	F	⅛	211	1	83	112	76	..	.....	..	....	1	1	1	....
68 Renfrew	B	F	3	205	1	79	88	18	..	.....	..	....	1	1	..	...
69 Richmond Hill	B	F	1	202	1	142	70	46	..	.....	..	....	1	1	..	.....
70 Sarnia	B	F	1¼	197	1	71	557	107	..	.....	..	....	1	1	..	.....
71 Simcoe	B	F	1	200	1	120	215	32	..	20	..	...	1	1	..	.....
72 Smith's Falls	B	F	¾	211	1	153	360	68	..	...	..	....	....	1	..	.....
73 Smithville	B	F	1	210	....	40	281	49	..	...	..	....	1	1	..	....
74 Stirling	B	F	1	211	1	104	360	70	..	12	..	....	....	1	1	.....
75 Streetsville	B	F	⅓	201	....	57	83	54	..	.....	..	....	1	....	..	.....
76 Sydenham	S	F	1⅓	88	....	12	45	....	..	.....	..	....	1	1	..	.....
77 Thorold	B	F	2½	211	....	49	176	55	..	.....	..	....	....	1	..	1
78 Tilsonburg	B	R	1	209	....	135	221	64	..	...	1	....	....	1	1	.....
79 Trenton	B	F	3	205	1	152	294	48	..	.....	..	....	1	1	..	.....
80 Uxbridge	B	F	⅞	204	1	95	154	30	..	.....	..	....	1	1	..	.....
81 Vankleekhill	B	F	¾	207	....	50	82	38	..	.....	..	....	....	1	..	.....
82 Vienna	B	F	5⅛	200	1	96	218	105	..	.....	..	....	1	1	..	.....
83 Walkerton	B	F	1¼	203	....	136	408	52	..	10	..	..	1	1	..	...
84 Wardsville	B	F	2	207	1	139	127	36	..	.....	1	5	....	....	..	.....
85 Waterdown	S	F	2	211	1	73	164	....	..	.....	..	....	....	1	1	.....
86 Welland	B	F	1	211	....	64	148	35	..	.....	..	....	1	1	1	.....
87 Weston	B	F	1½	198	....	129	144	55	..	.....	..	....	....	1	..	.....
88 Williamstown	B	F	⅛	198	1	50	130	45	..	.....	..	....	....	1	..	.....
89 Windsor	B	F	⅛	195	1	93	304	42	..	.....	..	....	....	....	..	.....
	B S F	F R														
1 Total, 1889	74 11 4	81.8	146	197	44	12403	18445	4534	8	5022	18	3385	49	79	32	5
2 Total, 1888	74 11 4	81.8	147 4/5	197	47	11238	16322	4245	5	2033	15	4435	46	78	33	4
3 Increase	.....	.....	.....	....	....	1165	2123	289	3	2989	3	....	3	1	..	1
4 Decrease	.....	....	1 4/5	....	3	.....	.....	....	..	.....	..	1050	....	....	1	....

High Schools.—*Continued.*

INFORMATION.

Commencement exercises, Reg. 55.		Number of pupils in—				No. of pupils from municipality in which High School is situated.	No. of pupils from outside municipals within the Co'y	No. of pupils from other Counties.	No. of pupils who matriculated at any University.	No. of pupils who obtained honors and scholarships at junior matriculation.	No. of pupils who obtained honors and scholarships at senior matriculation.	No. of pupils who passed Law Society matriculation examination.	No. of pupils who passed Medical Council matriculation examination.	No. of pupils who passed examination as students of surveying.	No. of pupils who entered mercantile life.	No. who became occupied with agriculture.	No. who joined any learned profession.	No. who became teachers.	No. who left for other occupations.
		Form I.	Form II.	Form III.	Form IV.														
54	..	125	23	9	2	90	61	8	3	.....	1	.....	1	.....	8	10	3	15	20
55	1	168	31	1	....	170	25	7	2	.....	.....	.....	.....	.....	20	10	2	8	39
56	..	102	9	....	....	69	34	8	...	.....	.....	.....	.....	.....	8	7	....	4	13
57	1	83	31	....	....	40	65	9	...	.....	.....	.....	.....	.....	5	10	....	15	3
58	..	89	30	10	....	101	27	1	1	.....	.....	.....	.....	1	4	20	1	6	19
59	1	111	15	2	....	96	29	3	1	.....	.....	1	.....	.....	10	7	1	4	15
60	1	143	15	1	....	92	64	3	2	1	.....	.....	.....	1	12	10	....	20	....
61	..	54	2	....	....	52	4	....	....	.....	.....	.....	.....	.....	5	....	1	1	5
62	..	63	17	6	....	48	23	15	....	.....	.....	.....	.....	.....	.....	.....	.....	5	....
63	..	72	6	....	....	43	34	1	....	.....	.....	.....	.....	.....	.....	1	....	1	3
64	..	121	28	4	....	95	45	13	5	3	.....	.....	.....	.....	.....	.....	.....	12	....
65	1	111	21	5	1	45	76	17	2	1	.....	.....	.....	.....	15	8	5	16	....
66	..	31	8	2	....	21	19	1	...	...	.....	1	.....	.....	2	6	1	1	6
67	1	67	12	....	....	58	20	1	1	.....	.....	.....	.....	.....	9	3	2	4	10
68	..	104	14	....	....	52	61	5	2	.....	.....	.....	1	.....	9	4	....	25	7
69	..	56	12	3	....	21	49	1	....	.....	.....	.....	.....	.....	.....	.....	.....	2	....
70	1	203	46	3	....	157	93	2	1	...	.....	1	1	.....	8	12	7	23	22
71	1	143	37	1	....	67	108	6	1	...	.....	.....	1	.....	20	20	5	30	20
72	..	95	20	1	....	65	26	25	2	.....	.....	.....	.....	.....	6	....	....	7	6
73	..	78	5	....	....	60	22	1	....	.....	.....	.....	.....	.....	1	1	....	2	6
74	1	54	12	1	....	36	28	3	1	1	.....	.....	.....	.....	2	5	....	9	....
75	1	55	1	1	....	28	23	6	....	.....	.....	.....	.....	.....	5	8	....	2	6
76	..	68	26	12	2	105	....	3	3	.....	.....	.....	2	.....	5	7	....	18	6
77	1	65	29	1	...	75	15	5	1	.....	.....	.....	1	.....	5	8	9	8	10
78	1	81	8	....	....	49	16	24	..	.....	.....	.....	.....	.....	10	15	2	2	5
79	1	76	33	1	....	70	10	21	8	1	.....	4	3	.....	5	7	7	12	8
80	..	121	10	....	....	56	67	8	1	.....	.....	1	.....	.....	14	7	....	9	6
81	..	91	16	3	....	51	42	17	....	.....	.....	.....	.....	.....	.....	.....	.....	12	....
82	1	48	3	1	....	28	21	3	....	.....	.....	.....	.....	.....	.....	3	1	1	5
83	1	148	43	2	....	66	110	17	5	2	.....	1	.....	.....	17	24	7	19	34
84	..	65	4	3	....	35	20	17	....	.....	.....	.....	.....	.....	.....	.....	2	3	8
85	..	75	12	....	....	60	26	1	1	1	.....	.....	.....	.....	5	6	1	6	3
86	..	106	8	1	....	39	72	4	1	1	.....	1	...	.....	7	10	1	2	13
87	..	62	12	3	....	23	44	10	5	1	.....	.....	.....	.....	1	7	....	2	11
88	..	70	14	....	....	81	3	..	1	1	.....	.....	.....	.....	2	....	...	13	6
89	..	171	12	....	....	141	40	2	....	.....	.....	1	.....	.....	6	....	3	6	29
1	32	8409	1739	244	13	5575	3946	884	153	40	10	30	22	4	569	580	168	876	697
2	28	8382	1786	280	27	...	....	....	154	54	9	17	34	6	567	614	149	921	859
3	4	27	....	....	....	.....	....	....	....	....	1	13	.....	.....	2	...	19	....	....
4		....	47	36	14	.....	....	..	1	14	....	.....	12	2	....	34	....	45	162

X.—TABLE K.—Protestant Separate Schools.

STATISTICS.	Anderdon.	No. 9, Cambridge.	No. 1, Marlboro'.	No. 1, Osgoode.	No. 2, Osgoode.	Puslinch.	Rama.	L'Orignal.	Penetanguishene.	Total.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Receipts:										
Balances from 1888	108 76	11 31	.....	5 04	19 30	60 85	126 67	46 38	652 59	1030 90
Government Grants	30 05	3 56	4 09	17 46	7 11	18 95	58 09	29 05	86 09	254 45
Municipal Grants	.....	.....	7 75	.....	.....	.....	35 50	.....	.....	43 25
Trustees' School Taxes	391 16	89 53	40 00	185 00	70 00	334 31	434 00	1304 31	1384 41	4232 72
Other sources	10 50	.....	16 62	.....	3 81	45 00	1150 84	24 00	493 09	1743 77
Total	540 47	104 40	68 46	207 50	100 22	459 11	1805 10	1403 74	2616 09	7305 09
Expenditure:										
Teachers' Salaries	251 98	82 50	68 46	175 00	80 00	300 00	450 00	525 00	1040 00	2972 94
School sites and buildings	.....	.....	.....	.....	.....	45 60	996 46	494 08	349 50	1885 64
Libraries, Maps, etc	17 00	.....	.....	13 80	.....	7 50	27 35	.....	8 75	74 40
Other expenses	241 33	16 05	.....	16 43	10 52	33 15	135 40	77 77	368 83	899 48
Total	510 31	98 55	68 46	205 23	90 52	386 25	1609 21	1096 85	1767 08	5832 46
Balances on hand	30 16	5 85	.....	2 27	9 70	72 86	195 89	306 89	849 01	1472 63
Teachers:										11 T'chers.
Certificate	III.	Temp.	Temp.	III.	Temp.	II.	I. III.	II.	II. III.	4 Male.
Salary	Male, $250	Female, $132	Female, $150	Female, $175	Female, $160	Female, $300	Male, $350 Female, $260	Male, $525	Female, $265	7 Female. 1 I. C. C. 3 II. C. C. 4 III. C. C. 3 Temp.
Pupils:										
Total attending school	45	23	8	35	12	43	153	63	144	526
Boys	20	13	4	23	5	20	82	35	70	272
Girls	25	10	4	12	7	23	71	28	74	254
Attending less than 20 days	8	5	1	2	.....	4	1	2	10	33
20 to 50 days	5	4	1	7	2	7	15	5	22	68
51 " 100 "	8	5	3	12	10	9	42	13	40	142
101 " 150 "	12	7	3	4	.....	9	28	11	28	102
151 " 200 "	12	2	.....	10	.....	12	50	31	44	161
201 " year	.....	.....	.....	.....	.....	2	17	1	.....	20

Average attendance	20	9	3	16	7	20	55	40	76	245
No. in First Reader, Part I.	8	3	3	7	2	11	29	10	43	116
" " Part II.	10	6	.....	8	2	2	17	10	12	67
No. in Second Reader	12	6	3	8	.....	11	47	7	40	134
" Third "	4	3	2	8	5	10	27	15	25	99
" Fourth "	11	5	.....	4	3	9	33	15	13	93
" Fifth "	.....	.....	.....	.....	.....	.....	.....	6	11	17
" Writing	45	16	8	23	12	43	153	63	144	507
" Arithmetic	45	16	8	28	12	43	153	63	144	512
" Drawing	45	1	.....	3	12	43	153	63	144	464
" Geography	27	6	4	20	8	30	107	36	89	327
" Music	.....	.....	.....	.....	.....	.....	153	63	144	360
" Grammar	15	2	3	10	3	30	107	13	49	162
" History	15	2	.....	4	.....	19	25	27	24	116
School House	F	L	L	F	F	F	F	B	B	2 Brick. 5 Frame. 2 Log.
Number of Maps	2	7	.....	3	3	10	5	11	8	49
" Globes	.....	.....	.....	.....	1	1	1	1	1	5
No. of Trees planted, Arbor Day.	40		.....	21	.....	12	.....	.....	.....	78

XI.—TABLE L—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate, Collegiate Institutes and High Schools; also, Normal and Model Schools. From the year 1879 to 1889, inclusive, compiled from Returns in the Education Department.

No.	SUBJECTS COMPARED.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.
1..	Population	.....	.....	1913160	.....	.....	.....	.....	.....	.....	.....	.....
2..	School Population (between the ages of five and sixteen years, up to 1884, and five to twenty-one subsequently)	494124	489924	484221	483817	478791	471287	583147	601204	611212	615353	616028
3..	Collegiate Institutes and High Schools	104	104	104	104	104	106	107	109	112	115	120
4..	Normal and Model Schools	4	4	6	6	6	6	6	6	6	6	6
5..	Total Public Schools in operation	4932	4941	5013	5013	5058	5109	5177	5213	5277	5330	5380
6..	Total Roman Catholic Separate Schools	191	196	195	190	194	207	218	224	229	239	243
7..	Grand Total of all Schools in operation	5231	5245	5348	5313	5362	5428	5508	5552	5624	5690	5749
8..	Total Pupils attending Collegiate Institutes and High Schools	12136	12910	13136	12348	11843	12737	14250	15341	17459	17742	18612
9..	Total Students and Pupils attending Normal and Model Schools	820	1090	1116	1059	1098	1093	1063	1099	1204	1239	1370
10..	Total Pupils attending Public Schools	462233	457734	451449	445361	438192	439454	444868	458297	462839	464200	468025
11..	Total Pupils attending Roman Catholic Separate Schools	24779	25311	24819	26148	26177	27463	27590	29199	30373	31123	32790
12..	Grand Total, Students and Pupils attending Public, Separate, Collegiate Institutes and High Schools, Normal and Model Schools	499968	497045	490520	484919	477310	480747	487771	503939	511875	514301	520827
13..	Total amount paid for the Salaries of Public and Separate School Teachers	2072822	2113180	2106019	2144448	2210187	2296027	2327050	2385464	2458549	2521540	2553845
14..	Total amount paid for the erection or repairs of Public and Separate School-Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, etc	760262	708872	738252	882526	898243	984835	985650	1072235	1283565	1337825	1644670

15..	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repairs of School-Houses, and for Libraries, Apparatus, etc	2833084	2822052	2844271	3026974	3108430	3280862	3312700	3457699	3742105	3859365	4198515
16..	Total amount paid for Collegiate Institute and High School Teachers' Salaries	241097	247894	257218	253864	266317	282776	294078	307517	327452	375680	376878
17..	Total amount paid for erection or repairs of Collegiate Institute and High School-Houses, Maps, Apparatus, Prizes, Fuel, Books, etc	159691	166035	88632	89857	82630	102690	135683	170280	168160	261375	268459
18..	Amount paid for other educational purposes	259375	253052	256861	262307	267688	265239	269977	281798	280832	300763	301518
19..	Grand total paid for educational purposes*	3493247	3489033	3446982	3633002	3725065	3931567	4012438	4217294	4518549	4797183	5145370
20..	Total Public and Separate School Teachers	6596	6747	6922	6857	6911	7085	7218	7364	7594	7796	7967
21..	Total Male Teachers	3153	3264	3362	3062	2829	2789	2744	2727	2718	2824	2774
22..	Total Female Teachers	3443	3483	3560	3795	4082	4296	4474	4637	4876	4972	5193
23..	Average number of days each Public School has been kept open	208	208	208	206	207	208	208	208	208	208	208

* Not including Colleges and Private Schools.

APPENDIX B.—*PROCEEDINGS FOR THE YEAR 1890.*

1. *ORDERS IN COUNCIL.*

I. (1) John George Hodgins, Esq., LL.D., Appointed Historiographer and Librarian.

(2) Alexander Marling, Esq., LL.B., Appointed Deputy-Minister of Education (9th January, 1890).

II. Gratuity granted Hugh R. Macdonald on resigning position as Janitor of the Boys' Model School, Ottawa (23rd April, 1890).

III. John Millar, Esq., B.A., Appointed Deputy-Minister of Education (26th April, 1890).

IV. Establishment of a High School in the Town of Gravenhurst (14th May, 1890).

V. Morrisburg High School to rank as a Collegiate Institute (20th June, 1890).

VI. Surrender of Certain High School Lands in the Village of Norwood (21st June 1890).

VII. Aylmer High School to rank as a Collegiate Institute (12th August 1890).

VIII. Surrender of Certain High School Lands in the City of Toronto (1st September, 1890).

IX. Agreement between the Minister of Education and the J. E. Bryant Co. (Ltd.), with respect to the Publication of a Text-Book in Agriculture, approved (17th October, 1890).

X. Agreement between the Minister of Education and the Rose Publishing Co., with respect to the Publication of the High School French Reader, approved (12th November, 1890).

XI. Proclamation respecting the Federation of Victoria University with the University of Toronto, approved (12th November, 1890).

---

2. *MINUTES OF DEPARTMENT.*

I. Frank N. Nudel, Esq., Appointed Registrar (27th January,1890).

II. Additional Regulations respecting the Study of English in French and German Schools, approved (10th February, 1890).

1. Regulation 6 is amended by adding thereto the following sub-sec. :

(1) In school sections where the French or German language prevails, the trustees, with the approval of the Inspector, may, in addition to the course of study prescribed for Public Schools, require instruction to be given in reading, grammar and composition to such pupils as are directed by their parents or guardians to study either of these languages, and in all such cases the authorized text-books in French or German shall be used.

2. Regulation 12 is hereby amended by adding thereto the following as sub-sec. 13 :

(13) It shall be the duty of the teacher to conduct every exercise and recitation from the text-books prescribed for Public Schools, in the English language, and all communication between teacher and pupil in regard to matters of discipline and in the management of the school shall be in English, except so far as this is impracticable by reason of the pupil not understanding English. Recitations in French or German may be conducted in the language of the text-book.

3. Regulation 17 is hereby amended by adding thereto the following as sub-sec. 16 :

(16) It shall be the duty of the Inspector to examine carefully in English every pupil according to the course of studies prescribed for Public Schools; but he shall be at liberty to use his own discretion as to what explanations he will give in any other language that appears to be better known by the pupil. The standard of efficiency recognized in Public Schools where the English language only is taught shall be the standard for French and German Schools, reasonable allowance being made for pupils whose mother tongue is French or German. The Inspector shall report at once to the Education Department any school in which the regulations respecting the study and use of English are disregarded by the teacher or trustees.

4. The following Regulation shall be added to the Regulations respecting County Model Schools :

71. (*a*) In counties where there is a scarcity of teachers qualified to teach English, the Board of Examiners for the county, with the approval of the Education Department, may establish a Model School for the special training of French or German teachers. Such schools shall hold two sessions each year, and shall in addition to the ordinary professional course required for County Model Schools. give a full literary course in English in all the subjects prescribed for Third Class Teachers' Certificates, or for District Certificates as the Board may direct. The final examination for certificates to teach shall be conducted in the English language. There shall also be a final examination in the French or German language, in reading, grammar and composition. Boards of Examiners shall possess all the powers with respect to such schools as they now possess with respect to County Model Schools. The Regulations governing the inspection of County Model Schools by the County and Departmental Inspector shall apply to these schools.

5. Regulation 206 is hereby amended by adding thereto the following words :

Emblems of a denominational character shall not be exhibited in a public school during regular school hours.

III. Appointment of F. L. Michell, Esq., M.A., as Public School Inspector of the Town of Carleton Place, approved (12th March, 1890).

IV. Appointment of D. A. Maxwell, Esq.. M.A., LL.B., as Public School Inspector of the Town of Leamington, approved (12th March 1890).

V. Appointment of D. A. Maxwell, Esq., M.A., LL.B., as Public School Inspector of the Town of Essex, approved (5th April, 1890).

VI. Appointment of D. Fotheringham, Esq., as Public School Inspector of the Town of West Toronto Junction, approved (24th April 1890).

VII. Appointment of James McBrien, Esq., as Public School Inspector of the Town of Uxbridge, approved (24th April, 1890).

VIII. Appointment of D. A. Maxwell, Esq., M.A., LL.B., as Public School Inspector of the Town of Windsor, approved (24th April, 1890).

IX. Appointment of Hugh D. Johnson, Esq., as Public School Inspector of the Town of Parkhill, approved (24th April, 1890).

X. Appointment of William Johnston, Esq., M.A., as Public School Inspector of the Town of Gananoque, approved (18th May, 1890).

XI. Appointment of John Johnston, Esq., as Public School Inspector of the Town of Deseronto, approved (4th June, 1890).

XII. Appointment of Henry Reazin, Esq., as Public School Inspector of the Town of Bracebridge, approved (6th August, 1890).

XIII. Appointment of Miss Alice Stuart to the Staff of the Toronto Model School, approved (28th August, 1890).

XIV Appointment of David Robb, Esq., as Public School Inspector of the Town of Clinton, approved (10th September, 1890).

XV. Appointment of D. A. Maxwell, Esq., M.A., LL.B., as Public School Inspector of the Town of Walkerville, approved (17th September, 1890).

XVI. Appointment of James C. Morgan, Esq., M.A., as Public School Inspector of the Town of Penetanguishene approved (2nd December, 1890).

XVII. Appointment of James C. Morgan, Esq., M.A., as Public School Inspector of the Town of Midland, approved (2nd December, 1890).

3. CIRCULARS FROM THE MINISTER.

Departmental Regulations.

Instructions to teachers and trustees of French-English schools.

In August, 1885, the Education Department adopted the following regulation for the study of English in school sections where the French or German language prevails :

"The programme of studies herein provided shall be followed by the teacher as far as the circumstances of his school permit. Any modification deemed necessary should be made only with the concurrence of the inspector and trustees. *In French and German Schools the authorized Readers should be used in addition to any text-books in either of the languages aforesaid.*"

This regulation was supplemented by instructions issued in September of the same year, pointing out the best methods of teaching English in such schools, and although it appears from the report of the Commissioners who recently visited the French districts that the authorized Readers are used in every school, and that a laudable effort is being made by trustees and teachers to carry out the intentions of the Department with respect to the study of English, it must not be assumed that all has been accomplished that was intended by the above regulation or subsequent instructions. There is still room for improvement, particularly in the colloquial use of English. The Commissioners report that in some schools the pupils in reading the English text-books appeared to be repeating words, the meaning and use of which they did not understand. This defect in teaching should receive immediate attention. It is hoped that by following the directions herewith submitted all just cause of complaint in regard to this matter will be speedily removed.

Teachers should study English.

It is very desirable that teachers not familiar with the English language should apply themselves at once to the study of English.

Not only shall the teacher conduct in the English language every exercise and recitation from the prescribed English text-books, but communication between teacher and pupil in matters of discipline, and in the management of the school, shall be in English, except so far as this is impracticable by reason of the pupil not understanding English.

Teachers' Institutes.

It is intended to hold annually, for some years, a Teachers' Institute, similar to the one held this year, for the purpose of considering the best methods of teaching the different subjects in the Course of Study, and of organizing and managing schools—such institute to continue in session for one week. Great care will be taken to make these institutes helpful to the young and inexperienced teachers, and special attention will be paid to such difficulties as are peculiar to schools in which both French and English are taught. The masters of the Normal Schools and the other officers of the Education Department engaged in this work will be directed to give such assistance as may be necessary.

Model School for French Teachers.

Under the Regulations, as they now stand, County Model Schools hold but one session in the year, and that only for the professional training of teachers. In counties where there is a scarcity of teachers qualified to teach English these schools shall hereafter hold two sessions each year, and shall in conjunction with the ordinary professional course required by the Regulations for County Model Schools, give a full literary course in English in all the subjects prescribed for District Certificates. The final examination for certificates shall be conducted in the English language. There shall also be an examination in the French language in the subjects of reading, grammar and composition. The Board of Examiners for the county or counties concerned, will be entrusted, as at present, with the local administration of these schools.

Bi-lingual Readers.

In order to facilitate the study of English, and at the same time relieve the parents of French children from the double cost of purchasing text-books in both languages, the Education Department has authorized for the use of schools where the French language prevails, the bi-lingual readers authorized for the French Schools in New Brunswick, Nova Scotia and Prince Edward Island. The names and prices of these readers are as follows:—

	Price.
First Reader, Part I.	10 c.
First Reader, Part II.	15 c.
Second Reader	25 c.
Third Reader	35 c.

* Course of Study in Forms I. II. and III.

Colloquial Exercises in English.

Pupils who have little or no knowledge of English should on entering school, be taught the names of common objects, as those seen in the school-room, in the play-ground, in the street, on the farm, in the pupils' homes, articles of food, parts of the body, etc.

When a few names have been learned the pupil should be required to use them in phrases and sentences.

This course should be followed for some time before reading is begun, and until the pupil has acquired a considerable vocabulary.

The new words in the reading lessons should be taught orally in this way before the lessons are read.

This plan should be followed in every form and till the pupil is able to converse freely in English.

Reading.

In Form I. the Ontario Readers, Parts I. and II., or the authorized French-English Readers, Parts I. and II., should be used.

In Form II. the Ontario Second Reader, or the authorized French-English series Second Reader should be used.

In Form III. the Ontario Third Reader, or the authorized French-English series Third Reader should be used.

In order that the pupil may fully understand the meaning of what he reads, and that his vocabulary may be enlarged, he should be required to give orally and in writing, the meaning of English words, phrases and sentences in other English words, phrases and sentences.

Special drill in pronunciation should be given in each Form. Selected passages in prose and verse should be committed to memory.

Writing and Spelling.

Form I.—Copying on slates lessons from blackboard and Reader.

Form II.—As for Form I., with easy oral exercises and dictation, copy books.

Form III.—Writing on slates, oral exercises, dictation, writing in copy books.

* The "Course of Study" applies to both French and German schools except in the matter of text-books in the French or German language.

Grammar and Composition.

The instruction should consist of a progressive series of exercises, oral and written, in the correct use of language; practice in sentence building; the correction of common errors in conversation; parts of speech and their inflections. Teachers should use especial care in training pupils to express themselves accurately in all their answers to questions.

Geography.

The teacher should give his pupils a knowledge of direction and boundaries by reference to local circumstances with which pupils are familiar, such as the school house and its surroundings. Definitions as far as possible should be drawn from the pupil through his own observations of nature, or by means of blackboard illustrations. Special attention should be given to the map of the World, of America and of Canada. Map drawing should be practised in each form.

History.

A few of the leading events in English and Canadian History should be impressed upon the pupils by means of conversation. Reference to the part played by the men and women whose names occur in the reading lessons should be dwelt upon by the teacher. An outline of the system of government prevailing in the country should be given to the pupils.

Arithmetic.

The first four simple rules should be thoroughly mastered. Accuracy and expertness in these should be made a special object. Problems to be solved by analysis should be given. Mental Arithmetic, Compound Rules and Reduction.

Drawing.

The exercises in Parts I. and II. of the Ontario Readers or the Kindergarten series of Drawing Books should be used, or the Public School Drawing Course, numbers 1, 2 and 3.

General Directions.

In following the Course of Study herein prescribed, the greater part of the pupil's time in the First and Second Forms will be occupied by colloquial exercises, and in learning to read in French and English. The course in other subjects should consist mainly of blackboard exercises and oral instruction adapted to the attainments and capacity of the pupils without a text-book. When the pupil enters the Third Form his knowledge of English should be sufficient to enable him to use all the English text-books authorized for the ordinary Public School so far as the Course of Study makes this necessary. Teachers will, therefore, be expected so to prepare their pupils in English before entering the third form as to render this course practicable.

COURSE OF STUDY IN FORM IV.

In the Fourth Form "*Les Grandes Inventions Modernes*," may, if deemed desirable by the Trustees and the Inspector, be used by pupils learning French, alternately with the Fourth Reader of the authorized series in English. Robert's French Grammar may, under similar limitations, be used in addition to the authorized English text-book in this subject. The course of study prescribed in the Regulations for Public Schools should be strictly followed in every subject. Pupils before leaving this Form, should be fit to pass the entrance examination into High Schools.

Time Limit.

As the time to be devoted to the study of English in schools where the French or German language prevails, depends upon the knowledge of English possessed by the pupils upon entering school, no time limit for the study of English can be fixed, the necessities of his pupils being the teacher's best guide in this matter. It shall be the duty of the Inspector, however, to see that the subjects prescribed for each Form are taught efficiently and that the study of French or German does not encroach upon the time necessary to acquire a thorough knowledge of English.

Unauthorized Text-Books.

It appears from the report of the Commissioners already referred to that unauthorized text-books have been used in some schools. These should be removed without delay, and the School Act and regulations in this respect strictly adhered to. All text-books heretofore authorized may continue to be used by such schools as have adopted them till the first of January, 1891. After that date their use must be discontinued, and the text-books herein mentioned exclusively used. In order that trustees and teachers may understand their position with regard to this matter, the following sections from the Public Schools Act (See Revised Statutes, 1887, chap. 225,) and the Regulations of the Department are given:

205. No teacher shall use or permit to be used as text-books any books in a Model or Public School, except such as are authorized by the Education Department, and no portion of the legislative or municipal grant shall be paid by the Inspector to any school in which unauthorized books are used.

206. Any authorized text-book in actual use in any Public or Model School may be changed by the teacher of such school for any other authorized text-book in the same subject, on the written approval of the Trustees and the Inspector, provided always such change is made at the beginning of a school term, and at least six months after such approval has been given.

207. In case any teacher or other person shall negligently or wilfully substitute any unauthorized text-book in place of any authorized text-book in actual use upon the same subject in his school, he shall, for each such offence, on conviction thereof before a Police Magistrate or Justice of the Peace, as the case may be, be liable to a penalty not exceeding $10, payable to the municipality for Public School purposes, together with costs, as the Police Magistrate or Justice may think fit.

Section 183 says "It shall be the duty of the Inspector to withhold his order for the amount apportioned from the legislative or municipal grant, to any school section where the teacher uses or permits to be used as a text-book, any book not authorized by the Department.

By Regulation 7, sub-section 9, approved in 1885, "It is the duty of Inspectors to see that no text-books are placed in the hands of the pupils except those authorized for their use. Under the disguise of being books for home study, many unauthorized text-books are introduced into the school. This should be prevented by the Inspector in the exercise of his authority as an officer of the Education Department."

Toronto, Oct., 1889.

Departmental Regulations.

Instructions to teachers and trustees of German-English schools.

In August, 1885, the Education Department adopted the following regulation for the study of English in school sections where the French or German language prevails:—

"The programme of studies herein provided shall be followed by the teacher as far as the circumstances of his school permit. Any modification deemed necessary should

be made only with the concurrence of the Inspector and Trustees. *In French and German schools the authorized Readers should be used in addition to any text-books in either of the languages aforesaid.*"

From the report of the Commissioners it appears that the Public School Readers are used in every school, and that on the whole, substantial progress is made in the study of English. There is, however, considerable diversity in the German text-books used, which, owing to the movement of population and the frequent change of teachers, is found to be inconvenient and expensive. In some cases the text-books used were prepared for denominational schools, and therefore open to objection by those ratepayers who support the Public School system of education. To overcome this difficulty the Commissioners recommended the authorization of a suitable series of German Readers.

Acting on this recommendation the Education Department has decided, that where the German language prevails, and where the trustees and Inspector consider the study of the German language desirable, the "Steiger German Series of Readers," consisting of the following books, should be the only authorized text-books in reading in the first four forms:—

Ahn's First German Book, price	$0 25
Ahn's Second German Book, price	0 35
Ahn's Third German Book, price	0 45
Ahn's Fourth German Book, price	0 50

Where an advanced Reader is considered desirable, the authorized text-book shall be Ahn's First German Reader, price 50 cents, and where the study of German grammar and composition is considered desirable by the trustees and Inspector, the authorized text-book shall be Klotz's German Grammar, price 60 cents.

These text-books shall be introduced into the Public Schools where the study of the German language is required by the trustees in addition to English, without delay; and after the 1st of January, 1891, shall be exclusively used. That trustees and teachers may understand their position with regard to the use of unauthorized text-books, the following sections from the Public Schools Act are given:—(See Revised Statutes, 1887, Chap. 225, and the Regulations of the Department.)

Unauthorized Text-books.

205. No teacher shall use or permit to be used as text-books, any books in a Model or Public School, except such as are authorized by the Education Department; and no portion of the legislative or municipal grant shall be paid by the Inspector to any school in which unauthorized books are used.

206. Any unauthorized text-book in actual use in any Public or Model School may be changed by the teacher of such school for any other authorized text-book in the same subject, on the written approval of the trustees and the Inspector, provided always such change is made at the beginning of a school term, and at least six months after such approval has been given.

207. In case any teacher or other person shall negligently or wilfully substitute any unauthorized text-book in place of any authorized text-book in actual use upon the same subject in his school, he shall, for each such offence, on conviction thereof before a Police Magistrate or Justice of the Peace, as the case may be, be liable to a penalty not exceeding $10, payable to the municipality for Public School purposes, together with costs, as the Police Magistrate or Justice may think fit.

Section 183 says: "It shall be the duty of the Inspector to withhold his order for the amount apportioned from the legislative or municipal grant to any school section where the teacher uses or permits to be used as a text book, any book not authorized by the Department."

By Regulation 7, sub-section 9, approved in 1885, "It is the duty of Inspectors to see that no text-books are placed in the hands of the pupils except those authorized for their use. Under the disguise of being books for home study, many unauthorized text-books are introduced into the school. This should be prevented by the Inspector in the exercise of his authority as an officer of the Education Department.

Teachers should study English.

It is very desirable that teachers not familiar with the English language should apply themselves at once to the study of English.

Not only shall the teacher conduct in the English language every exercise and recitation from the prescribed English text-book, but communication between teacher and pupil in matters of discipline, and in the management of the school shall be in English, except so far as this is impracticable by reason of the pupils not understanding English.

COURSE OF STUDY IN FORMS I. II. AND III.

Colloquial Exercises in English.

Pupils who have little or no knowledge of English should, on entering school, be taught the names of common objects, as those seen in the school-room, in the play-ground, in the street, on the farm, in the pupils' homes, articles of food, parts of the body, etc.

When a few names have been learned, the pupil should be required to use them in phrases and sentences.

This course should be followed for some time before reading is begun and until the pupil has acquired a considerable vocabulary.

The new words in the reading lessons should be taught orally in this way before the lessons are read.

This plan should be followed in every form and till the pupil is able to converse freely in English.

Reading.

In Form I. the Public School Readers, Parts I. and II., and Ahn's First German book should be used.

In Form II. the Public School Second Reader, and Ahn's Second German Book should be used.

In Form III. the Public School Third Reader, and Ahn's Third German Book, should be used.

In order that the pupil may fully understand the meaning of what he reads and that his vocabulary may be enlarged, he should be required to give orally and in writing, the meaning of English words, phrases and sentences in other English words, phrases and sentences.

Special drill in pronunciation should be given in each form. Selected passages in prose and verse should be committed to memory.

Writing and Spelling.

Form I.—Copying on slates, lessons from blackboard and Reader.

Form II.—As for Form I., with easy oral exercises and dictation ; copy books.

Form III.—Writing on slates, oral exercises, dictation, writing in copy books.

Grammar and Composition.

The instruction should consist of a progressive series of exercises, oral and written, in the correct use of language ; practice in sentence building ; the correction of common errors in conversation ; parts of speech and their inflections. Teachers should use especial care in training pupils to express themselves accurately in all their answers to questions.

Geography.

The teacher should give his pupils a knowledge of direction and boundaries by reference to local circumstances with which pupils are familiar, such as the school house and its surroundings. Definitions, as far as possible should be drawn from the pupil through his own observations of nature, or by means of the map of the World, of America and of Canada. Map drawing should be practised in each form.

History.

A few of the leading events in English and Canadian History should be impressed upon the pupils by means of conversation. Reference to the part played by the men and women whose names occur in the reading lessons should be dwelt upon by the teacher. An outline of the system of government prevailing in the country should be given to the pupils.

Arithmetic.

The first four simple rules should be thoroughly mastered. Accuracy and expert ness in these should be made a special object. Problems to be solved by analysis should be given. Mental Arithmetic, Compound Rules and Reduction.

Drawing.

The exercises in parts I. and II. of the Public School Readers or the Kindergarten series of Drawing Books should be used, or the Public School Drawing Course, numbers 1, 2 and 3.

General Directions.

In following the Course of Study herein prescribed, the greater part of the pupil's time in the First and Second Forms will be occupied by colloquial exercises, and in learning to read in German and English. The course in other subjects should consist mainly of blackboard exercises, and oral instruction adapted to the attainments and capacity of the pupils without a text book. When the pupil enters the Third Form his knowledge of English should be sufficient to enable him to use all the English text-books authorized for the ordinary Public School, so far as the Course of Study makes this necessary. Teachers will, therefore be expected so to prepare their pupils in English before entering the Third Form as to render this course practicable.

COURSE OF STUDY IN FORM IV.

In the Fourth Form, Ahn's Fourth German Book may, if deemed desirable by the Trustees and the Inspector, be used by pupils learning German, alternately with the Public School Fourth Reader in English. Klotz's German Grammar may, under similar limitations, be used in addition to the authorized English text-books on this subject. The course of study prescribed in the Regulations for Public Schools should be strictly followed in every subject. Pupils, before leaving this form, should be fit to pass the entrance examination into High Schools. For advanced German reading, Ahn's First German Reader should be used.

Time Limit.

As the time to be devoted to the study of English in schools where the German language prevails, depends upon the knowledge of English possessed by the pupils upon entering school, no time limit for the study of English can be fixed, the necessities of his pupils being the teacher's best guide in this matter. It shall be the duty of the Inspector, however, to see that the subjects prescribed for each form are taught efficiently and that the study of German does not encroach upon the time necessary to acquire a thorough knowledge of English.

Toronto, Dec., 1889.

DEPARTMENTAL REGULATIONS—COUNTY MODEL SCHOOLS; TEACHERS' INSTITUTES; PROVINCIAL NORMAL AND MODEL SCHOOLS.

COUNTY MODEL SCHOOLS.

General Conditions.

63. The County Board of Examiners for each county or group of counties shall set apart at least one Public School as a Model School for the professional training of Third Class Teachers, subject to the approval of the Education Department.

64. In order to entitle a Public School to be ranked and used for Model School purposes, the following conditions must be complied with :—

(1) The Principal shall hold a First Class Departmental Certificate and have at least three years' experience as a Public School teacher.

(2) There shall be not fewer than three assistants holding at least Second Class Provincial Certificates.

(3) The equipment of the school shall be at least equal to that required by the regulations for the Fourth Form of a Public School.

(4) A room for Model School purposes, in addition to the accommodation required for the Public School, shall be provided either in the same building or elsewhere equally convenient.

(5) The Principal shall be relieved of all Public School duties during the Model School term, and the assistant provided for this purpose shall, under the direction of the Principal, take charge of Public School work only.

65. The Principal shall report to the Chairman of the Board of Examiners at the close of the session the status of each teacher-in-training, as shown by the daily register.

66. The teachers-in-training shall attend regularly and punctually during the whole Model School term, and shall be subject to the discipline of the Principal, with an appeal, in case of dispute, to the Chairman of the County Board of Examiners.

67. The teachers-in-training shall be subjected to an examination in Practical Teaching at the close of the session, and also to a written examination on papers prepared by the Central Committee, the results of which, on the percentage fixed by the County Board of Examiners, shall determine their final standing.

68. In any county where there are two or more Model Schools, the County Board shall distribute the teachers-in-training equally among the different schools, and in cases where there may be a deficiency of room in any Model School, the County Board may give the preference of admission to such as have obtained the highest number of marks at the non-professional examination.

69. Boards of Trustees may impose a fee of not more than five dollars on each teacher-in-training, and in addition thereto the County Board of Examiners may impose a fee on each teacher-in-training not exceeding two dollars as an examination fee in lieu of the amount chargeable against the county for conducting the professional examination.

70. There shall be one session of fifteen weeks in each Model School during the year, beginning on the first day of September.

71. Each Model School shall be visited at least once during the session by the Departmental Inspector, and twice by the County Inspector in whose District such Model School is situated.

Course of Study.

72. The Course of Study in County Model Schools shall embrace the following :—

(1) *The Theory and Practice of Education.*—School Organization and Management, and Methods of Instruction in all the subjects prescribed for Forms I.-IV. of the Public Schools.

(2) *Practical Teaching.*—Such practice in teaching as will cultivate correct methods of presenting subjects to a class and develop the art of school government.

(3) *Temperance and Hygiene.*—A course in Temperance and Hygiene based on the Manual of Hygiene for Normal and Model Schools, omitting chapters I., VII., VIII., IX., and XVI.

(4) *School Law and Regulations.*—A knowledge of School Law and the Regulations, so far as they relate to the duties of Public School teachers and pupils.

(5) *Music.*—As prescribed for forms I.-IV. of the Public Schools.

(6) *Drill and Calisthenics.*—Houghton's Physical Culture.

Text Books.

73. Every teacher-in-training shall supply himself with the text-books prescribed for use in the first four forms of a Public School; Baldwin's Art of School Management (Canadian Edition); The Manual of Hygiene; and Houghton's Physical Culture.

Final Examination.

74. The final examination shall be adjudged by the County Board of Examiners on the following subjects and in accordance with the following schedule of marks :—Theory of Education, 100 marks; Methods, 200 marks; Hygiene, 50 marks; School Law and Regulations, 50 marks; Music, 50 marks; Drill and Calisthenics, 50 marks; Practical teaching, 400 marks (200 on the report of the Principal and 200 by the Board). In the first four subjects, papers will be submitted by the Education Department. In Music and Drill and Calisthenics the Board shall accept the results of an examination held by the Principal, or conduct a special examination, as it may deem expedient. The Board shall have power to reject any candidate who may show himself deficient in scholarship.

TEACHERS' INSTITUTES.

75. In each county or inspectoral division, a Teachers' Institute shall be formed, the object of which shall be to read papers and discuss matters having a practical bearing on the daily work of the schoolroom.

76. The officers of the Institute shall be a president, vice-president, and secretary-treasurer. There shall also be a management committee of five. The officers of the Institute and the management committee shall be elected annually.

77. There shall be at least one meeting of the Institute each year, extending over two or more days, to be called the annual meeting, for the election of officers and the discussion of such matters as may be submitted by the management committee.

78. Another meeting, arrangements for which should be made at the annual meeting of the Institute for the county or inspectoral division, may be held during the year; or in lieu thereof a series of Township Institutes may be held in the townships or union of townships in the county.

79. The session of the annual meeting on the first day shall be from 10 a.m. to 12 m. and from 2 p.m. to 5 p.m.; on the second day from 9 a.m. to 12 m., and from 2 p.m. to 4 p.m. A public meeting shall always be held on the evening of the first day's session.

80. The time and place for holding the annual meeting will be arranged by the Education Department on consultation with the Inspector or Inspectors of the county or inspectoral division. A copy of the programme should be sent to every teacher in the county or inspectoral division, at least one month before the time of the meeting. All questions and discussions foreign to the Teacher's work shall be avoided.

81. A portion of the afternoon of the second day at every annual meeting should be set apart for discussing such matters as affect the relations between the Teacher and the Trustees, of which special notice should be given by the Secretary to every Board of Trustees in the county or inspectoral division. The actual travelling expenses of one representative from each Board of Trustees may be allowed by the Board for attendance in all such cases.

82. It shall be the duty of every Public School teacher to attend continuously all the meetings of the Institute held in his county or inspectoral division, provided the time so spent shall not exceed two school days in each half year, and in the event of his inability to attend, to report to his inspector, giving reasons for his absence.

83. It shall be the duty of the Inspector to furnish the secretary of the Institute with a list of the teachers in his county or inspectoral division. From this list the roll shall be called at the opening of each session. He shall also report to the Department on the form prescribed.

PROVINCIAL NORMAL AND MODEL SCHOOLS.

Normal Schools.

84. There shall be two sessions of the Provincial Normal Schools in each year: The first, opening on the third Tuesday in January, and closing on the third Friday in June; the second, opening on the third Tuesday in August, and closing not later than the twenty-second of December.

85. The hours of daily work shall be from 9 a.m. to 12 m., and from 1.30 p.m. to 3.30 p.m. The daily sessions shall be opened and closed as prescribed in the Regulations for Public Schools.

86. The students shall lodge and board at such houses only as are approved by the Principal; and shall not be out of their boarding-houses after 10 p.m. Ladies and gentlemen shall not board at the same house. Communication between the sexes is strictly prohibited, except in the school room by permission of the Principal or one of the Masters.

87. The Principal shall be responsible for the discipline and organization of the Normal School students; he shall prescribe the duties of the Masters, subject to the approval of the Minister of Education; he shall cause such examinations to be held from time to time as may be deemed necessary, and keep a record of the same; he shall give such directions to the officers of the Normal School as will secure the efficiency of the service.

88. The Masters shall be responsible to the Principal for the discipline and general progress of their classes; they shall report monthly to the Principal the standing of each student in the subjects of their departments, and, daily, the absence of any student from their classes

89. Every student shall attend regularly and punctually all the classes during the term ; he shall conduct himself with becoming courtesy towards his teachers and fellow-students ; he shall make reparation for all damage caused by him to furniture or other property belonging to the school ; he shall submit to such discipline as may be required by the Principal or Masters of the Normal School, and shall conduct such classes in the Model School, and teach such subjects, as may be directed, under the supervision of the teachers of the Normal and Model Schools.

90. The course of study and training in the Normal Schools shall be as follows :— (1) History of Education ; Science of Education ; School Organization and Management ; Methods of teaching each subject on the programme of studies for Public Schools ; (2) Practice in Managing Classes and in Teaching in the Model School ; (3) Instruction in Temperance and Hygiene, Agriculture, Reading, Writing, Drawing, Music, Drill and Calisthenics ; (4) Lectures in such subjects as may be prescribed by the Minister of Education.

91. At the close of each term an examination shall be conducted by the Centra Committee, in the History of Education, the Science of Education, School Organization and Methods of Teaching. An examination in Temperance and Hygiene, Agriculture, Reading, Writing, Drawing, Music, Drill and Calisthenics shall be conducted by the Principal, unless otherwise ordered by the Minister of Education. There shall be no written examination in the subjects on which lectures simply are delivered, but any student reported as inattentive and negligent shall forfeit any honors he may be entitled to in other subjects.

92. The final examination shall be adjudged according to the following schedule of marks :—History of Education, 50 ; Science of Education, 125 ; School Organization and Management, 125 ; Methods in English, Mathematics and Natural Science, 250 (125 each) ; Practical Teaching in the Model School, 500 (250 on the report of the Principal and Masters, and 250 on the report of the Central Committee) ; Temperance and Hygiene, Agriculture, Reading, Writing, Drawing, Music, Drill and Calisthenics, 50 each. At the final examination in Practical Teaching, the examiners shall be guided by the following rules :

Instructions to Examiners.

(1) The regular hours for assembling and dismissing the Model School Divisions shall be strictly adhered to.

(2) The full time of 20 minutes shall be given to each lesson taught by a student.

(3) Not more than 6 lessons shall be taught before an examiner in the forenoon, and not more than 4 in the afternoon.

(4) Each student shall teach 2 lessons.

(5) The subject of the first lesson shall be given to the student the day before he is required to teach ; and the subject of the second lesson shall be given 40 minutes before the lesson is to be taught.

(6) After a lesson has been assigned, no hint or assistance of any kind shall be given to a student by any examiner, or Normal or Model School teacher.

(7) After a lesson has been taught, no information or opinion as to the student's standing shall be given to the student by the examiner.

(8) Both lessons taught by a student shall be marked by the same examiner.

(9) The examiner appointed by the Minister of Education to have the oversight of the examination shall, in connection with the Principal of the Normal School, arrange a time-table for the examination ; and shall, on consultation with the teachers of the Model School, assign the lessons to the students who are to teach before the examiners, but care must be taken not to assign both lessons in the same form or in the same subject.

(10) Immediately after the close of the examination each examiner shall send to the Minister of Education an alphabetical list of the candidates with the marks assigned for practical teaching and for any subject of the written examination which he has examined.

(11) All reports in connection with the examination shall be considered by the examiners as strictly confidential.

(12) If from any unforeseen cause the Regulations of the Department, or instructions herein set forth, are varied in any particular case, the examiner shall report such variation fully to the Minister of Education at the close of the examination.

(13) Unless absolutely necessary, the regular teacher in charge of the class should not be present during the examination of the students in practical teaching.

93. A minimum of 50 per cent. of the marks obtainable for practical teaching, of 33½ per cent. of the marks obtainable in each of the other subjects, and 50 per cent. of the aggregate marks, shall be required to entitle the candidate to a certificate. Any candidate who obtains 50 per cent. in each subject, and 75 per cent. of the aggregate, shall be entitled, to a certificate with honors. The Central Committee shall have power to reject any candidate who may show himself deficient in scholarship.

Model Schools.

94. The Head Master and Head Mistress of each Model School shall act under the direction of the Principal of the Normal School to which the Model School is attached, and shall be responsible to him for the order, discipline, and progress of the pupils attending the boys' and girls' Model Schools respectively.

95. The terms of the Model Schools shall correspond to those in High Schools, and, except to fill up vacancies, pupils shall be admitted only at the beginning of a term.

96. The Regulations respecting pupils in Public and High Schools shall apply to the pupils of the Model School, subject to such variations as may be approved by the Minister of Education on the report of the Principal.

Toronto, Dec., 1889.

Apportionment of Legislative Public School Grant for 1890.

The apportionment of the Grant to the several Municipalities is based upon the latest returns of population for the year 1889, and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards, and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the Grant direct from the Department, that of the Public Schools will be paid, according to this Schedule, through the respective county, city, town and village treasurers.

The County Councils—whose duty it is to raise from the several townships in their counties a sum at least equal to the amounts respectively apportioned to each county—are reminded that *all the supporters of Roman Catholic Separate Schools are exempt* from any rate to be levied for this purpose.

Toronto, May, 1890.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1890, for which an Assessment is to be made by the County Council in the several Townships in each County, sufficient to raise an amount at least equal to the amount apportioned to each County.

All Roman Catholic Separate School supporters are exempt from any rate for such purpose.

1. COUNTY OF BRANT.

Municipalities.	*Apportionment.*
Brantford	$787 00
Burford	572 00
Dumfries, South	323 00
Oakland	93 00
Onondaga	159 00
Total	$1934 00

2. COUNTY OF BRUCE.

Albemarle	$153 00
Amabel (including $132 for 1889)	427 00
Arran	327 00
Brant	523 00
Bruce	408 00
Carrick	362 00
Culross	448 00
Eastnor	163 00
Elderslie	364 00
Greenock	373 00
Huron	479 00
Kincardine	418 00
Kinloss	350 00
Lindsay and St. Edmunds	140 00
Saugeen	219 00
Total	$5154 00

3. COUNTY OF CARLETON.

Fitzroy	$310 00
Gloucester	624 00
Goulbourn	328 00
Gower, North	297 00
Huntley	276 00
March	114 00
Marlborough	197 00
Nepean	1060 00
Osgoode	497 00
Torbolton	110 00
Total	$3813 00

4. COUNTY OF DUFFERIN.

Amaranth	$444 00
Garafraxa, East	384 00
Luther, East	322 00
Melancthon	556 00
Mono	637 00
Mulmur	590 00
Total	$2933 00

5. COUNTY OF ELGIN.

Municipalities.	*Apportionment.*
Aldborough	$569 00
Bayham	444 00
Dorchester, South	183 00
Dunwich	466 00
Malahide	470 00
Southwold	553 00
Yarmouth	600 00
Total	$3285 00

6. COUNTY OF ESSEX.

Anderdon	$222 00
Colchester, North	214 00
" South	308 00
Gosfield, North	223 00
" South	233 00
Maidstone	342 00
Malden	121 00
Mersea	432 00
Pelee Island	37 00
Rochester	303 00
Sandwich, East	601 00
" West	287 00
Tilbury, West	513 00
Total	$3836 00

7. COUNTY OF FRONTENAC.

Barrie	$ 63 00
Bedford	181 00
Clarendon and Miller	101 00
Hinchinbrooke	145 00
Howe Island	38 00
Kennebec	132 00
Kingston	317 00
Loughborough	222 00
Olden	107 00
Oso	120 00
Palmerston and Canonto	88 00
Pittsburg	317 00
Portland	299 00
Storrington	240 00
Wolfe Island	144 00
Total	$2514 00

8. COUNTY OF GREY.

Artemesia	$421 00
Bentinck	578 00
Collingwood	432 00
Derby	255 00
Egremont	407 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*

COUNTY OF GREY—*Continued.*

Municipalities.	*Apportionment.*
Euphrasia	366 00
Glenelg	340 00
Holland	413 00
Keppel	387 00
Normanby	655 00
Osprey	393 00
Proton	327 00
Sarawak	130 00
St. Vincent	424 00
Sullivan	437 00
Sydenham	448 00
Total	$6413 00

9. COUNTY OF HALDIMAND.

Canborough	$120 00
Cayuga, North	219 00
" South	107 00
Dunn	107 00
Moulton	209 00
Oneida	205 00
Rainham	227 00
Seneca	282 00
Sherbrooke	49 00
Walpole	538 00
Total	$2063 00

10. COUNTY OF HALIBURTON.

Anson and Hindon	$33 00
Cardiff	65 00
Clyde, Burton, Dudley, Dysart, Harcourt, Harburn, Eyre, Guilford, Havelock, etc.	112 00
Glamorgan	52 00
Lutterworth	48 00
Minden	134 00
Monmouth	39 00
Snowdon	92 00
Stanhope, Sherbourne and McClintock	57 00
Total	$632 00

11. COUNTY OF HALTON.

Esquesing	$523 00
Nassagaweya	326 00
Nelson	386 00
Trafalgar	483 00
Total	$1718 00

12. COUNTY OF HASTINGS.

Carlow and Mayo	$120 00
Elzevir and Grimsthorpe	124 00
Faraday and Dungannon	171 00
Herschel and Monteagle	161 00
Hungerford	650 00
Huntingdon	267 00
McClure, Wicklow and Bangor	79 00

COUNTY OF HASTINGS—*Continued.*

Municipalities.	*Apportionment.*
Madoc	468 00
Marmora and Lake	212 00
Rawdon	363 00
Sidney	468 00
Thurlow	542 00
Tudor and Cashel	99 00
Limerick	55 00
Wollaston	87 00
Tyendinaga	513 00
Total	$4379 00

13. COUNTY OF HURON.

Ashfield	$443 00
Colborne	246 00
Goderich	314 00
Grey	467 00
Hay	469 00
Howick	555 00
Hullett	386 00
McKillop	346 00
Morris	380 00
Stanley	294 00
Stephen	464 00
Tuckersmith	312 00
Turnberry	294 00
Usborne	293 00
Wawanosh, East	247 00
" West	247 00
Total	$5757 00

14. COUNTY OF KENT.

Camden	$332 00
Chatham	562 00
Dover	483 00
Harwich	610 00
Howard	395 00
Orford	316 00
Raleigh	512 00
Romney	148 00
Tilbury, East	260 00
Zone	157 00
Total	$3715 00

15. COUNTY OF LAMBTON.

Bosanquet	$332 00
Brooke	396 00
Dawn	310 00
Enniskillen	590 00
Euphemia	311 00
Moore	600 00
Plympton	481 00
Sarnia	265 00
Sombra	400 00
Warwick	388 00
Total	$4073 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*

16. COUNTY OF LANARK.

Municipalities.	*Apportionment.*
Bathurst	$318 00
Beckwith	210 00
Burgess, North	125 00
Dalhousie and Sherbrooke, North	256 00
Darling	79 00
Drummond	255 00
Elmsley, North	150 00
Lanark	220 00
Lavant	89 00
Montague	245 00
Pakenham	221 00
Ramsay	295 00
Sherbrooke, South	114 00
Total	$2577 00

17. COUNTY OF LEEDS.

Bastard and Burgess, South	$403 00
Crosby, North	141 00
" South	214 00
Elizabethtown	515 00
Elmsley, South	94 00
Kitley	245 00
Leeds and Landsdowne, Front	382 00
" " Rear	268 00
Yonge and Escott, Rear	251 00
Yonge Front, and Escott	323 00
Total	$2836 00

17½. COUNTY OF GRENVILLE.

Augusta	$541 00
Edwardsburg	467 00
Gower, South	101 00
Oxford, Rideau	393 00
Wolford	234 00
Total	$1739 00

18. COUNTY OF LENNOX AND ADDINGTON.

Adolphustown	$ 70 00
Amherst Island	118 00
Anglesea, Effingham and Kaladar	118 00
Camden, East	609 00
Denbigh, Abinger and Ashby	100 00
Ernestown	372 00
Fredericksburg, North	187 00
" South	120 00
Richmond	284 00
Sheffield	258 00
Total	$2236 00

19. COUNTY OF LINCOLN.

Caistor	$248 00
Clinton	261 00
Gainsborough	324 00

COUNTY OF LINCOLN—*Continued*

Municipalities.	*Apportionment.*
Grantham	$242 00
Grimsby, North	134 00
" South	184 00
Louth	205 00
Niagara	227 00
Total	$1825 00

20. COUNTY OF MIDDLESEX.

Adelaide	$350 00
Biddulph	305 00
Caradoc	499 00
Delaware	205 00
Dorchester, North	430 00
Ekfrid	315 00
Lobo	331 00
London	1097 00
McGillivray	395 00
Metcalfe	202 00
Mosa	336 00
Nissouri, West	382 00
Westminster	981 00
Williams, East	213 00
" West	193 00
Total	$6234 00

21. COUNTY OF NORFOLK.

Charlotteville	$462 00
Houghton	243 00
Middleton	406 00
Townsend	515 00
Walsingham, North	283 00
" South	304 00
Windham	471 00
Woodhouse	297 00
Total	$2981 00

22. COUNTY OF NORTHUMBERLAND.

Alnwick	$132 00
Brighton	334 00
Cramahe	342 00
Haldimand	522 00
Hamilton	550 00
Monaghan, South	125 00
Murray	366 00
Percy	399 00
Seymour	391 00
Total	$3161 00

22½. COUNTY OF DURHAM.

Cartwright	$246 00
Cavan	376 00
Clarke	572 00
Darlington	578 00
Hope	482 00
Manvers	402 00
Total	$2656 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*

23. COUNTY OF ONTARIO.

Municipalities.	*Apportionment.*
Brock	$446 00
Mara	323 00
Pickering	735 00
Rama	144 00
Reach	497 00
Scott	278 00
Scugog Island	72 00
Thorah	192 00
Uxbridge	393 00
Whitby, East	371 00
Whitby	311 00
Total	$3762 00

24. COUNTY OF OXFORD.

Blandford	$223 00
Blenheim	569 00
Dereham	457 00
Nissouri, East	356 00
Norwich, North	268 00
" South	307 00
Oxford, North	166 00
" East	236 00
" West	253 00
Zorra, East	481 00
" West	320 00
Total	$3636 00

25. COUNTY OF PEEL.

Albion	$365 00
Caledon	524 00
Chinguacousy	567 00
Gore of Toronto	127 00
Toronto	645 00
Total	$2228 00

26. COUNTY OF PERTH.

Blanchard	$353 00
Downie	329 00
Easthope, North	282 00
" South	224 00
Ellice	335 00
Elma	438 00
Fullarton	271 00
Hibbert	266 00
Logan	352 00
Mornington	383 00
Wallace	375 00
Total	$3608 00

27. COUNTY OF PETERBOROUGH.

Asphodel	199 00
Belmont and Methuen	260 00
Burleigh, Anstruther and Chandos	156 00
Douro	248 00

COUNTY OF PETERBOROUGH—*Continued.*

Municipalities.	*Apportionment*
Dummer	$228 00
Ennismore	102 00
Galway and Cavendish	88 00
Harvey	122 00
Monaghan, North	99 00
Otonabee	409 00
Smith	332 00
Total	$2243 00

28. COUNTY OF PRESCOTT.

Alfred	$237 00
Caledonia	171 00
Hawkesbury, East	315 00
" West	174 00
Longueuil	108 00
Plantagenet, North	431 00
" South	299 00
Total	$1735 00

28½. COUNTY OF RUSSELL.

Cambridge	$175 00
Clarence	539 00
Cumberland	396 00
Russell	247 00
Total	$1357 00

29. COUNTY OF PRINCE EDWARD.

Ameliasburg	$430 00
Athol	195 00
Hallowell	461 00
Hillier	213 00
Marysburg, North	161 00
" South	193 00
Sophiasburg	270 00
Total	$1923 00

30. COUNTY OF RENFREW.

Admaston	$306 00
Algona, South	99 00
Alice and Fraser	218 00
Bagot and Blythfield	155 00
Brougham	46 00
Bromley	202 00
Brudenell and Lynedoch	161 00
Grattan	137 00
Griffith and Matawatchan	74 00
Hagarty, Jones, Sherwood, Richards and Burns	201 00
Head, Clara and Maria	47 00
Horton	175 00
McNab	415 00
Pembroke	81 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*

COUNTY OF RENFREW—*Continued.*

Municipalities.	*Apportionment.*
Petewawa	$ 94 00
Ratcliffe and Raglan	103 00
Rolph, Wylie, McKay and Buchanan	93 00
Ross	310 00
Sebastopol	85 00
Stafford	99 00
Westmeath	360 00
Wilberforce and Algona, North	300 00
Total	$3761 00

1. COUNTY OF SIMCOE.

Adjala	$224 00
Essa	488 00
Flos	355 00
Gwillimbury, West	304 00
Innisfil	473 00
Matchedash	38 00
Medonte	440 00
Nottawasaga	776 00
Orillia	398 00
Oro	507 00
Sunnidale	292 00
Tay	421 00
Tiny	367 00
Tecumseth	528 00
Tossorontio	141 00
Vespra	270 00
Total	$6022 00

32. COUNTY OF STORMONT.

Cornwall	$548 00
Finch	319 00
Osnabruck	623 00
Roxborough	486 00
Total	$1976 00

32½. COUNTY OF DUNDAS.

Matilda	$506 00
Mountain	380 00
Williamsburg	486 00
Winchester	467 00
Total	$1839 00

32¾. COUNTY OF GLENGARRY.

Charlottenburg	$809 00
Kenyon	623 00
Lancaster	452 00
Lochiel	484 00
Total	$2368 00

33. COUNTY OF VICTORIA.

Municipalities.	*Apportionment.*
Bexley	$101 00
Carden	82 00
Dalton	58 00
Eldon	389 00
Emily	269 00
Fenelon	296 00
Laxton, Digby and Longford	95 00
Mariposa	494 00
Ops	352 00
Somerville	204 00
Verulam	251 00
Total	$2591 00

34. COUNTY OF WATERLOO.

Dumfries, North	$284 00
Waterloo	817 00
Wellesley	520 00
Wilmot	604 00
Woolwich	553 00
Total	$2778 00

35. COUNTY OF WELLAND.

Bertie	$489 00
Crowland	140 00
Humberstone	318 00
Pelham	282 00
Stamford	223 00
Thorold	259 00
Wainfleet	310 00
Willoughby	275 00
Total	$2296 00

36. COUNTY OF WELLINGTON.

Arthur	$351 00
Eramosa	387 00
Erin	468 00
Garafraxa, West	341 00
Guelph	304 00
Luther, West	226 00
Maryborough	417 00
Minto	445 00
Nichol	214 00
Peel	448 00
Pilkington	206 00
Puslinch	413 00
Total	$4220 00

37. COUNTY OF WENTWORTH.

Ancaster	$498 00
Barton	574 00
Beverley	576 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*

COUNTY OF WENTWORTH—*Continued.*

Municipalities.	*Apportionment.*
Binbrook	$203 00
Flamborough, East	309 00
" West	347 00
Glanford	208 00
Saltfleet	324 00
Total	$3039 00

38. COUNTY OF YORK.

Etobicoke	$402 00
Georgina	275 00
Gwillimbury, East	449 00
" North	213 00
King	687 00

COUNTY OF YORK—*Continued.*

Municipalities.	*Apportionment.*
Markham	$591 00
Scarborough	481 00
Vaughan	549 00
Whitchurch	445 00
York	749 00
Total	$4841 00

39. DISTRICTS.

Algoma (including R. C. Sep. Schools)	$2000 00
Muskoka " " "	1500 00
Nipissing " " "	500 00
Parry Sound	1500 00
Total	$5500 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1890, PAYABLE THROUGH THIS DEPARTMENT.

School Sections.		Apportionment.
Adjala	10	$13 00
Alfred	3	14 00
"	6 (in Tp. grant)	
"	7 (with 8, Plantagenet, South)	19 00
"	7	21 00
"	8	41 00
"	11 (in Tp. grant)	
"	12	33 00
Anderdon	3 & 4	24 00
Artemesia	6 with 7, Glenelg	13 00
Arthur	6	49 00
"	10	23 00
Asphodel	4	16 00
Biddulph	6	25 00
"	9 (with 1, McGillivray)	4 00
Bonfield 2, 3, 4 (see District of Nipissing)		
Brighton	1 (15)	11 00
Burgess, North	6	8 00
Cambridge	2	87 00
"	(3 in Tp. grant)	
"	6 & 7	42 00
Caledonia	3, 4 & 10	30 00
Carrick	1	34 00
"	2	17 00
"	14	64 00
Charlottenburg	15	37 00
Cornwall	1	14 00
"	16	75 00
Crosby, North	4	58 00
" "	7	10 00
Cumberland	10	22 00
"	11 (in Tp. grant)	
"	13	50 00
Downie	9	26 00
Edwardsburg	2	13 00
Ellice	7	17 00
Finch	5	44 00
Flamborough, West	2	15 00
Glenelg	5	31 00
"	7, (with 6 Artemesia)	13 00
Gloucester 1, (with 3, Osgoode)		9 00
"	4, 5 & 12	6 00
"	14	46 00
"	15 (in Tp. grant)	
"	17	12 00
"	25	49 00
Grattan, etc	1	73 00
Haldimand	21	18 00
Harwich	9	23 00
Hawkesbury, East	2	39 00
" "	4	28 00
" "	7	96 00
" "	10	38 00
" "	11	13 00
" "	12	16 00
" "	15	18 00
" "	16	10 00
Hawkesbury, West	4	103 00
Hibbert	(1) 3	21 00
Holland, etc	3	13 00
Hullett	2	9 00
Innisfil 12, (with town of Barrie)		7 00
Kingston	8	17 00
Kitley	7	5 00
Lancaster	14	18 00
Lochiel	12 A	34 00
"	12 B	46 00
Longueuil, West 2, (in Tp. grant)		
" "	4 A	14 00
" "	4 B (in Tp. grant)	
" "	7 "	
Maidstone 4, (with 2, Rochester)		25 00
Malden	3 A	$37 00
"	3 B	31 00
Matawatchan	3 (in Tp. grant)	
Mara	3	56 00
March	3	10 00
Marmora and Lake	1	17 00
Mattawa 1, (see District of Nipissing)		
McKim 1, " "		
Moore	3, 4 & 5	16 00
Mornington	4	30 00
McGillivray 1, (with 9, Biddulph)		4 00
McKillop	1	27 00
Neebing & McKellar (see District of Algoma		
Nepean	7	60 00
"	15 B	70 00
"	18 (in Tp. grant)	
Nichol	1	30 00
Normanby	5	27 00
"	10	18 00
Osgoode	1	17 00
"	3 (with 1, Gloucester)	5 00
"	15 2	25 00
Otonabee	10	10 00
Papineau 1 (see District of Nipissing)		
" 2 " "		
Peel	8	16 00
"	12	40 00
Percy	5	8 00
" 12 (with 12 Seymour)		3 00
Plantagenet, North	9	33 00
" South	7	37 00
" "	8 (with 7 Alfred)	13 00
Proton	6	35 00
Raleigh	4	39 00
"	5	28 00
"	6	26 00
Rat Portage 1, (see District of Algoma)		
Richmond	10 & 17	12 00
Rochester 2, (with 4 Maidstone)		13 00
Roxboro	12	50 00
Russell	1	12 00
"	6	106 0
Seymour 12, (with 12 Percy)		4 00
Sheffield	5	17 00
Sombra	5	35 00
Stamford	7	29 00
Stafford	2	26 00
Stephen	6	39 00
Springer 1, (see District of Nipissing)		
Sydenham	7	16 00
"	14 (2)	14 00
Tilbury, W & E	1	66 00
Tiny	2	90 00
Toronto Gore	6	12 00
Vespra	7	12 00
Waterloo	13	85 00
Wawanosh, West	1	23 00
Wellesley	5	18 00
"	9 & 10	25 00
"	11	65 00
"	12	12 00
Westminster	13	25 00
Widdifield 1, (see District of Nipissing)		
Williams, West	10	23 00
Wilmot	15½	47 00
Winchester 12 (with 1 Russell		12 00
Windham	8	22 00
Wolfe Island	1	24 00
"	2	23 00
"	4	35 00
Yonge and Escott R	4	3 00
York	1	33 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1890.

	Public Schools.	Separate Schools.	Total.
CITIES.	$ c.	$ c.	$ c.
Belleville	1016 00	250 00	1266 00
Brantford	1408 00	161 00	1569 00
Guelph	1097 00	203 00	1300 00
Hamilton	4807 00	773 00	5580 00
Kingston	1762 00	522 00	2284 00
London	2932 00	406 00	3338 00
Ottawa	2413 00	2710 00	5123 00
St. Catharines	962 00	271 00	1233 00
St. Thomas	1161 00	137 00	1298 00
Stratford	962 00	170 00	1132 00
Toronto	17714 00	2302 00	20016 00
Total	$36234 00	$7905 00	$44139 00
TOWNS.	$ c.	$ c.	$ c.
Almonte	317 00	95 00	412 00
Amherstburg	136 00	132 00	268 00
Aylmer	293 00		293 00
Barrie	599 00	118 00	717 00
Berlin	740 00	171 00	911 00
Blenheim	200 00		200 00
Bothwell	111 00		111 00
Bowmanville	456 00		456 00
Brampton	410 00		410 00
Brockville	828 00	244 00	1072 00
Carleton Place	506 00		506 00
Chatham	893 00	140 00	1033 00
Clinton	346 00		346 00
Cobourg	443 00	142 00	585 00
Collingwood	630 00		630 00
Cornwall	317 00	401 00	718 00
Deseronto	334 00		334 00
Dresden	250 00		250 00
Dundas	335 00	150 00	485 00
Durham	141 00		141 00
Essex	280 00		280 00
Forest	204 00		204 00
Galt	834 00	62 00	896 00
Goderich	421 00	61 00	482 00
Gravenhurst	244 00		244 00
Harriston	234 00		234 00
Ingersoll	539 00	99 00	638 00
Kincardine	368 00		368 00
Lindsay	491 00	261 00	752 00
Listowel	373 00		373 00
Little Current			(in District grant)
Meaford	262 00		262 00
Midland	270 00		270 00
Mitchell	276 00		276 00
Milton	170 00		170 00
Mount Forest	295 00		295 00
Napanee	382 00		382 00
Newmarket	194 00	34 00	228 00
Niagara	148 00		148 00
Niagara Falls	283 00	85 00	368 00
North Toronto	112 00		112 00
Oakville	167 00	35 00	202 00
Orangeville	496 00		496 00
Orillia	445 00	100 00	545 00
Oshawa	455 00	62 00	517 00
Owen Sound	741 90	52 00	793 00
Palmerston	228 00		228 00
Parkdale	448 00		448 00
Parkhill	165 00	28 00	193 00
Paris	341 00	49 00	390 00

APPORTIONMENT TO CITIES, ETC.—*Continued.*

	Public Schools.	Separate Schools.	Total.
TOWNS—*Continued.*	$ c.	$ c.	$ c.
Parry Sound	164 00		164 00
Pembroke	293 00	237 00	530 00
Penetanguishene	308 00		308 00
Perth	370 00	96 00	466 00
Peterborough	758 00	403 00	1161 00
Petrolea	510 00		510 00
Picton	334 00	39 00	373 00
Port Arthur	460 00	190 00	650 00
Port Hope	643 00		643 00
Prescott	228 00	135 00	363 00
Ridgetown	243 00		243 00
Sandwich	154 00		154 00
Sarnia	642 00	81 00	723 00
Sault Ste. Marie	122 00	26 00	148 00
Seaforth	325 00		325 00
Simcoe	385 00		385 00
Smith's Falls	414 00		414 00
Stayner	90 00		90 00
St. Mary's	372 00	41 00	413 00
Strathroy	421 00		421 00
Thornbury	148 00		148 00
Thorold	215 00	125 00	340 00
Tilsonburg	266 00		266 00
Trenton	370 00	207 00	577 00
Uxbridge	244 00		244 00
Walkerton	373 00		373 00
Walkerville			(in Tp. grant)
Waterloo	348 00		348 00
Welland	238 00		238 00
West Toronto Junction	347 00		347 00
Whitby	330 00	29 00	359 00
Windsor	1255 00		1255 00
Wingham	238 00		238 00
Woodstock	1099 00		1099 00
Total	$30858 00	$4130 00	$34988 00
INCORPORATED VILLAGES.	$ c.	$ c.	$ c.
Acton	114 00		114 00
Ailsa Craig	96 00		96 00
Alexandria	28 00	143 00	171 00
Alliston	209 00		209 00
Alvinston	116 00		116 00
Arkona	66 00		66 00
Arnprior	221 00	131 00	352 00
Arthur	99 00	54 00	153 00
Ayr	157 00		157 00
Ashburnham	182 00		182 00
Aurora	259 00		259 00
Bath	58 00		58 00
Bayfield	80 00		80 00
Beamsville	91 00		91 00
Beaverton	112 00		112 00
Beeton	73 00		73 00
Belle River	87 00		87 00
Blyth	128 00		128 00
Bobcaygeon	110 00		110 00
Bolton	84 00		84 00
Bracebridge	138 00		138 00
Bradford	118 00		118 00
Brighton	189 00		189 00
Brussels	149 00		149 00
Burlington	160 00		160 00
Caledonia	120 00		120 00

APPORTIONMENT TO CITIES, ETC.—*Continued.*

	Public Schools.	Separate Schools.	Total
INCORPORATED VILLAGES—*Continued.*	$ c.	$ c.	$ c.
Campbellford	271 00		271 00
Cannington	133 00		133 00
Cardinal	95 00		95 00
Casselman	90 00		90 00
Cayuga	101 00		101 00
Chesley	160 00		160 00
Chesterville	95 00		95 00
Chippewa	61 00		61 00
Clifford	70 00		70 00
Colborne	127 00		127 00
Creemore			(in Tp grant.)
Drayton	100 00		100 00
Dundalk	94 00		94 00
Dunnville	275 00		275 00
East Toronto	101 00		101 00
Elmira	121 00		121 00
Elora	124 00	34 00	158 00
Embro	71 00		71 00
Erin	64 00		64 00
Exeter	219 00		219 00
Fenelon Falls	155 00		155 00
Fergus	193 00	15 00	208 00
Fort Erie	97 00		97 00
Gananoque	442 00		442 00
Garden Island	43 00		43 00
Georgetown	201 00		201 00
Glencoe	109 00		109 00
Grimsby	102 00		102 00
Hagersville	105 00		105 00
Hastings	66 00	34 00	100 00
Hawkesbury	189 00	(in Vill. gr't)	189 00
Hespeler	157 00		157 00
Holland Landing	51 00		51 00
Huntsville	90 00		90 00
Iroquois	137 00		137 00
Kemptville	143 00		143 00
Kingsville	169 00		169 00
Lakefield	139 00		139 00
Lanark	93 00		93 00
Lancaster	69 00		69 00
Leamington	196 00		196 00
L'Orignal	87 00	20 00	107 00
London West	272 00		272 00
Lucan	111 00		111 00
Lucknow	174 00		174 00
Madoc	144 00		144 00
Markdale	83 00		83 00
Markham	136 00		136 00
Merrickville	127 00		127 00
Merritton	166 00	53 00	219 00
Millbrook	118 00		118 00
Milverton	69 00		69 00
Morrisburg	228 00		228 00
Newboro'	57 00		57 00
Newburgh	76 00		76 00
Newbury	56 00		56 00
Newcastle	85 00		85 00
New Hamburg	143 00		143 00
Niagara Falls, South	131 00		131 00
North Bay	98 00		98 00
Norwich	153 00		153 00
Norwood	112 00		112 00
Oil Springs	128 00		128 00
Omemee	76 00		76 00

APPORTIONMENT TO CITIES, ETC.—*Continued.*

	Public Schools.	Separate Schools.	Total.
INCORPORATED VILLAGES—*Continued.*	$ c.	$ c.	$ c.
Paisley	156 00		156 00
Point Edward	198 00		198 00
Portsmouth	65 00	32 00	97 00
Port Colborne	106 00	32 00	138 00
Port Dalhousie	84 00	25 00	109 00
Port Dover	144 00		144 00
Port Elgin	270 00		270 00
Port Perry	209 00		209 00
Port Rowan	92 00		92 00
Port Stanley	74 00		74 00
Preston	192 00	27 00	219 00
Renfrew	175 00	139 00	314 00
Richmond	41 00		41 00
Richmond Hill	98 00		98 00
Rockland	148 00	(in Vill. gr't)	148 00
Shelburne	219 00		219 00
Southampton	154 00		154 00
Springfield	57 00		57 00
Stirling	99 00		99 00
Stouffville	142 00		142 00
Streetsville	94 00		94 00
Tara	87 00		87 00
Teeswater	143 00		143 00
Thamesville	92 00		92 00
Thedford	83 00		83 00
Tilbury Centre	118 00		118 00
Tiverton	83 00		83 00
Tottenham	71 00		71 00
Vienna	40 00		40 00
Wallaceburg	218 00	56 00	274 00
Wardsville	42 00		42 00
Waterdown	79 00		79 00
Waterford	161 00		161 00
Watford	152 00		152 00
Wellington	62 00		62 00
Weston	104 00	21 00	125 00
Winchester	103 00		103 00
Wiarton	236 00		236 00
Woodbridge	87 00		87 00
Woodville	66 00		66 00
Wyoming	93 00		93 00
Wroxeter	54 00		54 00
Total	$16383 00	$816 00	$17199 00

Summary of Apportionment for 1890.

	Public Schools.	Separate Schools.	Total.
Counties.	$ c.	$ c.	$ c.
1. Brant	1934 00	.....	1934 00
2. Bruce	5154 00	115 00	5269 00
3. Carleton	3813 00	309 00	4122 00
4. Dufferin	2933 00	.....	2933 00
5. Elgin	3285 00	.....	3285 00
6. Essex	3836 00	164 00	4000 00
7. Frontenac	2514 00	99 00	2613 00
8. Grey	6413 00	180 00	6593 00
9. Haldimand	2063 00	.....	2063 00
10. Haliburton	632 00	.....	632 00
11. Halton	1718 00	.....	1718 00
12. Hastings	4379 00	17 00	4396 00
13. Huron	5757 00	98 00	5855 00
14. Kent	3715 00	148 00	3863 00
15. Lambton	4073 00	51 00	4124 00
16. Lanark	2577 00	8 00	2585 00
17. Leeds	2836 00	76 00	2912 00
Grenville	1739 00	13 00	1752 00
Lennox and Addington	2236 00	29 00	2265 00
19. Lincoln	1825 00	.....	1825 00
20. Middlesex	6234 00	81 00	6315 00
21. Norfolk	2981 00	22 00	3003 00
22. Northumberland	3161 00	44 00	3205 00
Durham	2656 00	.....	2656 00
23. Ontario	3762 00	56 00	3818 00
24. Oxford	3636 00	.....	3636 00
25. Peel	2228 00	12 00	2240 00
26. Perth	3608 00	94 00	3702 00
27. Peterborough	2243 00	26 00	2269 00
28. Prescott	1735 00	611 00	2346 00
Russell	1357 00	319 00	1676 00
29. Prince Edward	1923 00	.....	1923 00
30. Renfrew	3761 00	99 00	3860 00
31. Simcoe	6022 00	122 00	6144 00
32. Stormont	1976 00	183 00	2159 00
Dundas	1839 00	12 00	1851 00
Glengarry	2368 00	135 00	2503 00
33. Victoria	2591 00	.....	2591 00
34. Waterloo	2778 00	252 00	3030 00
35. Welland	2296 00	29 00	2325 00
36. Wellington	4220 00	153 00	4373 00
37. Wentworth	3039 00	15 00	3054 00
38. York	4841 00	33 00	4874 00
39. Districts—			
(a) Algoma	2000 00	.....	2000 00
(b) Muskoka	1500 00	.....	1500 00
(c) Nipissing — Total $5,500	500 00	.....	500 00
(d) Parry Sound	1500 00	.....	1500 00
Total	$140187 00	$3605 00	$143792 00

Grand Totals.	$ c.	$ c.	$ c.
Counties and Districts	140187 00	3605 00	143792 00
Cities	36234 00	7905 00	44139 00
Towns	30858 00	4130 00	34988 00
Villages	16383 00	816 00	17199 00
Totals	$223662 00	$16456 00	$240118 00

DEPARTMENTAL REGULATIONS.—ANNUAL DEPARTMENTAL EXAMINATIONS.

General.

133. The Examination papers for the Departmental Examinations shall be prepared by the Examiners in Arts of the University of Toronto and by the Central Committee of Examiners.

134. Each paper prepared by the Central Committee shall be approved by the whole Committee at a regular meeting called for that purpose, and shall bear the name of two examiners.

135. The papers in each subject shall be limited strictly to the Courses of Study prescribed in the regulations, and shall be placed in the Minister's hands not later than the first day of March in each year.

136. The Minister of Education shall appoint such sub-examiners as may be deemed necessary to read and value the answers of candidates; and such sub-examiners shall work under the direction of, and report to, the Central Committee.

137. Except when special qualifications are required, no person shall be considered eligible for the position of sub-examiner unless he possess at least the qualifications of a Public School Inspector or of a Head Master of a High School. No person shall serve as sub-examiner for more than three years continuously, nor shall he be eligible for reappointment till three years after last year's services.

138. Each sub-examiner shall be paid the maximum sum of six dollars per day, the payment being subject to the restriction that the whole amount paid for the examination shall not exceed the sum of $1.25 for each candidate.

139. The hours for work shall be from 9 a.m. to 12, noon, and from 2 p.m. to 5 p m., and no sub-examiner shall make up lost time or read examination papers at any other hours. Sub-examiners from a distance will be allowed their actual travelling expenses.

Time and Place of Examination.

140. The examination of candidates for Departmental Certificates shall be held on the days appointed by the Minister of Education, of which due notice shall be given each year.

141. Candidates for First Class Certificates, Grades A and B, will be examined at the University of Toronto; candidates for First Class Certificates, Grade C, and candidates for Second and Third Class Certificates at their respective High Schools, or at such other places as may be appointed by the Minister of Education.

142. Where a High School is situated in a town or city constituting a separate inspectoral division, the Inspector of such city or town shall be responsible for the conduct of the examination held thereat, and shall receive applications from intending candidates, and report to the Department; but in all other cases the County Inspector shall be responsible and shall receive the necessary applications.

Notice by Candidates, etc.

143. Every person who purposes to present himself at any examination for a First Class Certificate, Grade C, or for a Second or Third Class Certificate, shall send to the Inspector within whose Inspectoral Division he intends to write, not later than the 24th of May preceding, a notice stating the class of certificate for which he is a candidate, and what optional subject or subjects he has selected.

144. Such notice shall be accompanied by a fee of $5, $3 of which shall be forwarded by the Inspector, with the list of candidates, to the Education Department, and the other $2 shall be forwarded to the Treasurer of the High or Public School Board, as the case may be.

145. Every person desiring to be examined for a First Class Certificate, Grade A or B, shall notify the Education Department on or before the 1st of April in each year, such notice to be accompanied by a fee of $5 with a statement shewing the optional course selected.

University Examinations.

146. Candidates for First Class Certificates, Grades A and B, shall be subject during their examinations, to the same rules and regulations as are prescribed for University students.

DEPARTMENTAL EXAMINATIONS.

Duties of Inspector and Candidates.

147. When the Inspector is unable to preside at the examination, or where more examinations than one are held in his Inspectorate, he shall appoint a presiding Examiner or Examiners one month before the examination, subject to the approval of the Minister, otherwise the Minister will make the appointment. When more rooms than one are required for the candidates, an Examiner (who should, where available, be a teacher) approved by the Minister, shall be appointed by the Inspector for each room. The presiding Examiner shall indicate, in his report to the Department, the candidates who were placed in the several rooms respectively.

148. The Inspector shall not appoint as Examiner any teacher employed in a school from which there is any candidate at such examination, or any person who has taken part in the instruction of any of the candidates; nor shall any person except the Examiners be present with the candidates, in any room at such examination; and at least one Examiner shall be present during the whole time of the examination, in each room occupied by the candidates.

149. Every Inspector shall send to the Education Department, not later than the 25th of May, a list of the names, with the fees, of those who intend to present themselves for examination.

150. Each Inspector, or such other person as may be appointed by the Minister, shall himself in person, receive from the Department, or the Inspector, the examination papers, and shall thereupon be responsible for the safe-keeping of the parcel containing the same, unopened, until the morning of the first day of the examination.

151. No presiding Examiner shall admit any candidate, either as an additional candidate, or in the place of an absent one, whose notice has not been duly given to the Department; no candidate who, in his notice to the Department, elects to take any specific optional subject, will be allowed to substitute any other; and no candidate who has given notice to the Department of his intention to be examined at a specified place, will be allowed to appear for examination elsewhere.

152. Each candidate shall satisfy the presiding Examiner as to his personal identity before the commencement of the second day's examination, and any person detected in attempting to personate a candidate, shall be reported to the Department.

153. The Inspector or presiding Examiner shall transmit to the Education Department, on the first day of the examination, a copy of the following declaration, signed by himself and the other Examiners (but such declaration shall not be required more than once from any Examiner):—

"I solemnly declare that I will perform my duty of Examiner without fear, favor, affection or partiality towards any candidate."

Mode of Conducting the Examinations.

154. Places should be allotted to the candidates for certificates so that they may be at least five feet apart. All diagrams or maps having reference to the subjects of examination shall be removed from the room ; all arrangements shall be completed, and the necessary stationery distributed at least fifteen minutes before the time appointed for the commencement of the examination.

155. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the com mencement of the examination.

156. No candidate shall be allowed to leave the room within *one hour* after the issue of the examination papers in any subject ; and if he then leave he shall not be permitted to return during the examination on the subject in hand.

157. Punctually at the time appointed for the commencement of each examination, the presiding Examiner shall, in the examination room, and in the presence of the candidates and other Examiners (if any) break the seal of the envelope containing the examination papers, and give them to the other Examiners and the candidates. The papers of only one subject shall be opened at one time.

158. Every candidate shall conduct himself in strict accordance with the regulations, and should he give or receive any aid, or extraneous assistance of any kind, in answering the examination questions, he will be liable not only to the loss of the whole examination, but to the forfeiture or withdrawal of his certificate at any time afterwards when the discovery is made that such aid or assistance has been given or received.

159. Should any candidate be detected in copying from another or allowing another to copy from him, or in having in his possession, when in the room, any book, notes or anything from which he might derive assistance in the examination, or in talking or whispering, it shall be the duty of the Examiner, if he obtains clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room ; nor shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report ithe case to the Department.

160. Every candidate shall write the subject of examination very distinctly at the top of each page of his answer papers, in the middle. If a candidate write his name or nitials, or any distinguishing sign or mark on his answer papers by which his identity might be disclosed, they will be cancelled.

161. Candidates, in preparing their answers, shall write on one side only of each sheet, and shall mark the sheets in each subject in the order of the questions, as 1st, 2nd, 3rd, etc., and on the last sheet shall write distinctly the total number of sheets enclosed in the envelope, fold them once across, place them in the envelopes provided by the Department, write on the outside of the envelopes the subject of examination only, and on the slip provided his name in full (surname preceding) and then securely fasten the slip to the envelope, as instructed by the Presiding Examiner.

162. Punctually at the expiration of the time allowed, the Examiner shall direct the candidates to stop writing, and cause them to hand in their answer papers immediately duly fastened in the envelopes.

163. The Examiner shall keep upon his desk the certified list of the candidates, and as each paper in any subject is handed in, he shall check the same by entering the figure " 1 " opposite the name of the candidate, on the form provided. After the papers are handed in the Examiner shall not allow any alterations to be made in them, and he shall be responsible for their safe keeping until transmitted to the Education Department, or placed in the hands of the presiding Examiner.

164. The presiding Examiner, at the close of the examination on the last day, shall secure in a separate parcel the fastened envelopes of the candidates, and on the same day shall forward by express (pre-paid) or deliver to the Education Department the package containing all the parcels thus separately secured. The papers are to be arranged in the alphabetical order of the surnames of the candidates. The Inspector or presiding Examiner shall at the same time, sign and forward a solemn declaration that the examinations have been held and conducted in strict conformity with the regulations, and fairly and properly in every respect; and also a certificate that he has been satisfied as to the personal identity of each candidate.

165. The Inspector or presiding Examiner (as the case may be), shall appoint an Examiner in Reading who shall hear each candidate read, from an authorized Reader, one passage selected by the Examiner, and another from any book chosen by the candidate. The marks awarded shall be transmitted to the Department, on the form provided, by post at the close of the examination.

166. The Treasurer of the High School Board, on the certificate of the Public School Inspector, shall pay all the expenses of the examination, including the sum of four dollars a day and actual travelling expenses, for the Inspector and Examiners.

167. If an examination is held at a Public School. such fees as are herein mentioned, shall be paid to the Treasurer of the Public School Board, who shall, upon the order of the Inspector, pay all the expenses of the examination.

Appeals.

168. A candidate for a non-professional certificate of any grade except First Class Grades A and B, may claim to have his papers re-read, upon the following conditions:—

(1) Such appeal or claim must be in the hands of the Minister of Education on or before the 15th day of September; and the ground of the appeal or claim must be specifically stated.

(2) A deposit of two dollars must be made with the Department, which deposit will be returned to the candidate if his appeal or claim is sustained, but otherwise it will be forfeited.

(3) The Central Committee of Examiners shall dispose of all the appeals without delay; and no appeal shall subsequently be entertained on any ground whatever.

Instructions to Presiding Examiners.

On receipt of the bag containing the examination papers, the presiding Examiner will please see that the seal is *intact.* The bag can be opened by breaking the wire *close to the seal.*

The answers of the candidates taking the Primary examination should be returned at the close of that examination in the bag marked with *blue.*

The answers of the candidates taking the Junior Leaving examination should be returned at the close of that examination in the bag marked with *red.*

The answers of the candidates for the Senior Leaving examination and for the Honor examination should be returned at the close of that examination, securely packed in a parcel, and addressed to the Education Department.

The answers of candidates who write for *pass* matriculation (Toronto University) should be returned to the Education Department in the bag containing the answers of the candidates for the Junior Leaving examination, in a separate parcel.

The bag should be so folded *and tied* that the words "the property of the Education Department" will be outwards. The shipping tag should be securely attached to the strap on each bag.

All Express charges must be prepaid, and no Commercial Value should be given.

The presiding Examiner will please notify the candidates that the results of the examinations will be published according to Districts, thus..... will be known as District No.....the name of the place of examination will not appear.

At the close of the examinations the presiding Examiners, who are not High School Masters, are requested to take charge of all surplus examination papers, and to hand them to the Public School Inspector for future distribution amongst applicants for them.

Botany.

At each of the examinations in Botany, almost all the questions will be based upon a submitted plant. The presiding Examiners at the Primary and Junior Leaving Examinations are required to observe strictly the following instructions:

(1) The presiding Examiner shall himself select the plant, and provide the specimens to be submitted to the candidates; he shall regard this part of his duty as *strictly confidential.*

(2) At each centre, specimens of the same plant shall be submitted to candidates for the same grade of certificate—one specimen to each candidate—but for candidates taking the Junior Leaving Examination the plant shall be different from that for candidates at the Primary Examination and of a more difficult character.

(3) Each plant shall be a *complete* specimen (one consisting of roots, leaves and flowers) of a *wild* plant, with flowers of such a size that sections thereof may be easily made.

(4) The plant should belong to one of the orders prescribed for the course. If another is submitted, due allowance will be made by the Departmental Examiners.

(5) At each centre, the plant shall each year be different from that submitted to candidates at the preceding Departmental Examination.

(6) The plant shall not be one of those fully described in Spotton's Botany, Part I.

(7) Samples of the plant—one for each twenty candidates and each enclosed in a separate envelope—should be sent by the presiding Examiner to the Education Department with the answer papers in Botany.

In the case of the Senior Leaving (or Honor) Examinations, the plants for examination will be sent from the Education Department to the different centres.

Each candidate at the different examinations is required to provide himself with a drawing pencil, a hand-lens and a sharp knife.

Zoology.

As provided by regulation 53, the examination in Zoology will be mainly of a practical character, the specimens for description and identification will be sent to the presiding Examiner from Toronto as in the case of the Botany for the Senior Leaving Examination. Candidates at the examination in Zoology will provide themselves with a pocket lens and dissecting instruments, viz., (one pair of forceps; one pair of fine scissors; one scalpel; a couple of strong needles.)

Toronto, May, 1890.

Departmental Regulations—County Board of Examiners; Public School Teachers' Certificates.

County Board of Examiners.

1. Any person having three years' experience as a teacher in a Public or High School who holds (1) a Departmental First Class Professional Certificate, or (2) a Certificate as Head Master of a High School, or (3) a Degree in Arts from any chartered University in the Province of Ontario, shall be eligible to be appointed a member of a County Board of Examiners.

2. The Board shall be organized by the appointment of a Chairman and Secretary, and accurate minutes of the proceedings of every meeting shall be entered in a book provided for that purpose. The Chairman shall call meetings of the Board for the transaction of such business as may lawfully be brought before it; he shall preside at all meetings of the Board, but in his absence the other members of the Board may elect a Chairman.

3. The Board shall—(1) investigate all appeals against the action of any Inspector within its jurisdiction, who suspends a teacher's certificate; (2) conduct the professional examination of the Third Class Teachers at the close of the Model School term, award certificates, and report the result to the Education Department; (3) exercise a general supervision over the County Model School and make such recommendations in regard to its location, continuance or improvement, as may be deemed expedient.

4. Where the County Council appoints two members to conduct examinations in French or German, as provided in section 169 of the Public Schools Act, such additional persons shall be members of the Board for all purposes prescribed in the said School Act, and in the regulations herein set forth.

5. In preparing examination papers for candidates who write in the French or the German language, the standard prescribed for entrance to High Schools shall, as nearly as possible, be adopted by the examiners.

6. In addition to the examination conducted in the French or the German language, every candidate for a teacher's certificate shall be required to pass such examination in English Grammar and in translation from French or German into English, as may be prescribed by the Board.

Non-Professional Certificates.

7. Candidates for First Class Non-Professional Certificates, Grades A and B, will be examined at the University of Toronto; candidates for the Primary and Junior and Senior Leaving Examinations, at their respective High Schools, or at such other places as may be appointed by the Minister of Education.

8. Where a High School is situated in a town or city constituting a separate Inspectoral Division, the Inspector of such city or town shall be responsible for the conduct of the examination held thereat, and shall receive applications from intending candidates, and report to the Department; but in all other cases the County Inspector shall be responsible and shall receive the necessary applications.

9. Every person who purposes to present himself at the examination for a Primary or Junior or Senior Leaving Certificate, shall send to the Inspector within whose Inspectoral Division he intends to write, not later than the 24th of May preceding, a notice stating the class of certificate for which he is a candidate, and what optional subject or subjects he has selected. Such notice shall be accompanied by a fee of $5, $3 of which shall be forwarded by the Inspector, with the list of candidates to the Education Department, and the other $2 shall be forwarded to the Treasurer of the High or Public School Board, as the case may be. Every person who purposes to present himself at the

examination for a First Class Certificate, Grade A or B, shall notify the Education Department on or before the 1st of April in each year: such notice to be accompanied by a fee of $5 for each grade, with a statement shewing the optional course selected.

10. The examinations for Grades A and B and the Senior Leaving Certificate may be taken in any order the candidate selects, but Grade B shall not be granted until he has passed the Senior Leaving Examination, nor shall Grade A be granted until he has passed the examinations prescribed for Grade B and the Senior Leaving Certificate. Only those who have passed the Primary, or who have obtained more than the aggregate of marks required, but have failed in one or more subjects, will be eligible to write for the Junior Leaving Examination.

11. All the subjects prescribed for a First Class Certificate, Grade A or B, or the Senior Leaving Examination shall be taken at one examination. No appeal shall be allowed in the case of any candidate for Grade A or B. The standard for each grade in the departments of *English and History*, *Mathematics*, *French and German*, and *Classics* shall be fifty per cent. of the total of the marks obtainable in the subjects prescribed for the grade. In the department of *Natural Science* it shall be, for Grade B, fifty per cent., and for Grade A sixty-seven per cent. of the total of the marks obtainable in the subjects prescribed for this department. The courses of study for each grade shall be as follows, in accordance with the curriculum of Toronto University:

(1) *Department of English and History.*

Grade B.—The pass course in English and History of the first and second years, with the honor English of the first year.

Grade A.—The pass course in English of the third and fourth years, with the pass Modern History of the third year and the honor English of the second year.

(2) *Department of Mathematics.*

Grade B.—The pass and honor courses in Mathematics and Physics of the first year.

Grade A.—The pass and honor courses in Mathematics and Physics of the second year.

(3) *Department of Natural Science.*

Grades A and B.—The pass and honor courses in Natural Science of the second year.

(4) *Department of French and German.*

Grade B.—The pass course in French and German of the first and second years.

Grade A.—The pass course in French and German of the third and fourth years, with the honor examination in Conversation of the third year.

(5) *Department of Classics.*

Grade B.—The pass and honor courses in Classics of the first year.

Grade A.—The pass and honor courses in Classics of the second year.

University Equivalents.

12. Graduation in Arts after a regular course in any chartered University in the British Dominions will be accepted as the equivalent of the Senior Leaving Examination.

13. The examination of any chartered University in the Province of Ontario will be accepted by the Education Department for the Senior Leaving Examination or for a First Class Certificate, Grade A or B, on the following conditions :—

(1) Candidates shall take the regular University examinations: no special or supplemental examination will be accepted.

(2) Each candidate shall submit to the Education Department, with his application, (*a*) a copy of the time-table of each examination, and of the examination papers on which he wrote, both being certified by the Registrar of the University; (*b*) a confidential statement from the Registrar of the University, of the marks obtained by the candidate on each paper, and of such other marks as may have been awarded him at each oral or practical examination. (*c*) In the case of candidates for the Senior Leaving Examination, the answer papers shall also be transmitted by the Registrar to the Education Department.

(3) Should the standard set by the University be higher or lower than the Departmental standard, the Education Department shall value the papers as it may consider necessary.

Professional Certificates.

Third Class.

14. The holder of a High School Primary Certificate, who takes the course and passes the examination prescribed for County Model Schools, shall be entitled to rank as a Third Class Teacher of Public Schools. A certificate of this rank shall be valid for three years.

15. When a Third Class Professional Certificate has expired, the holder thereof may, on passing the High School Primary Examination, and on proof of good character and of efficiency as a teacher, obtain from the Board of Examiners of the County in which he has last taught, a renewal of the same for a period of three years, at the discretion of the Board.

16. In the case of such applicants for a renewal of Third Class Professional Certificates as take the minimum number of marks in each subject, but fail in the aggregate, a bonus not exceeding 200 marks for efficiency and aptitude in teaching may be allowed on the report and at the discretion of the Public School Inspector.

17. A holder of a Third Class Professional Certificate who has passed the Non-Professional Examination for any certificate of a higher grade may, on application to the County Board of Examiners, and on proof of his efficiency as a teacher, have such Third Class Certificate extended, by endorsement, for a period not exceeding three years; but no certificate shall be extended for a longer period than three years without re-examination.

18. In case of an emergency, such as a scarcity of teachers, or for any other special cause, Third Class Certificates may be extended by the Minister of Education, on the joint request of any Board of Trustees and the Public School Inspector; but all such extensions shall be limited to the school on whose behalf the request is made; and shall be granted only where it is shown that trustees have used reasonable diligence to obtain a duly qualified teacher.

Second Class.

19. The holder of a High School Junior Leaving Certificate, who has taught a Public School successfully for one year, and who attends a Provincial Normal School one session and passes the prescribed examination, shall be entitled to rank as a Second Class Teacher of Public Schools.

First Class.

20. The holder of a High School Senior Leaving Certificate and a Second Class Professional Certificate, who attends the Training Institute Course one session, or who takes the course prescribed by the University of Toronto in connection with the chair of Education, or its equivalent at any other university in the British Dominions, and passes the Training Institute Final Examination, shall be entitled to rank as a First Class Teacher of Public Schools.

21. Any one who holds a Second Class Professional Certificate, and either a Senior Leaving Certificate or the University qualifications of a High School Assistant, and has had two years' successful experience as a teacher, shall be entitled to rank as a First Class Teacher of Public Schools or Assistant Master of a High School, as the case may be, on passing the Training Institute final examination.

District Certificates.

22. The Boards of Examiners constituted under section 162 of the Public Schools Act, may issue certificates, valid only in such portions of their respective district or districts as they may deem expedient, for a period not exceeding three years.

23. The Board of Examiners shall prepare the examination papers or determine their equivalents; fix the time and place for examinations; read and value the answers; determine the fees to be paid by candidates, and generally exercise all the powers of County Boards of Examiners.

24. Each Board of Examiners shall, as soon after the examination as possible, report to the Minister the names and residences of the candidates examined, the number of certificates granted, and enclose therewith a full set of the examination papers.

25. The Board of Examiners may require attendance at a County Model School or such other professional training as may be deemed expedient, or may, without re-examination, extend a certificate for the district for a period not exceeding three years.

26. The members of District Boards of Examiners shall be entitled to the same remuneration as the members of County Boards. Where county organization exists, all the expenses of the examinations, so far as they may not be covered by fees, shall be paid by the County Council.

Kindergarten Certificates.

27. Any person before being appointed to take charge of a Kindergarten in which several assistant teachers or teachers-in-training are employed, shall pass the examination prescribed for Director of Kindergartens, and any person paid a salary or allowance for teaching under a Director shall pass the examination prescribed for assistant teachers.

28. Any person who attends a Kindergarten for one year and passes the examinations prescribed by the Education Department shall be entitled to an Assistant's certificate; and any person who attends a Kindergarten for two years, or who, after obtaining an Assistant's certificate has taught in a Kindergarten successfully for two years, shall, on passing the prescribed examinations be entitled to a Director's certificate.

29. Any person holding a certificate as a Public School Teacher, who has taught successfully for one year, shall, on attending a Kindergarten Training School for one year, and passing the examinations required by the Education Department, obtain a Director's certificate.

30. No person shall be deemed a qualified Kindergarten assistant teacher or director who has not passed such examinations as may be prescribed by the Education Department; but the Minister of Education may, at his discretion, accept the certificate of any other training school for Kindergarten work, as the equivalent of such examinations.

31. Examinations for Kindergarten teachers shall be held annually at such time and places, and on such papers as may be prescribed by the Minister of Education.

Toronto, July, 1890.

Departmental Regulations—High Schools and Collegiate Institutes.

Conditions of Establishment and Existence.

1. No High School established hereafter shall have any connection with a Public School, as regards buildings, premises, or play grounds

2. In order to be entitled to any portion of the grant voted by the Legislature for High School purposes, the Board of Trustees of every High School must provide:—

(1) A site of at least half an acre in extent, well fenced, well drained, planted with shade trees, and suitably provided with walks in front and rear.

(2) A playground, and all other necessary provision for physical exercise.

(3) A well or other means of supplying pure drinking water.

(4) Separate water closets for the sexes, properly screened from observation.

(5) A building large enough to provide ample accommodation for every pupil in attendance, with all necessary provision for light, heat, and ventilation, and two entrances with covered porches.

(6) Suitable separate cloak-rooms for boys and girls, furniture, desks, blackboards, maps, apparatus, and library of reference.

(7) A Headmaster and at least one assistant.

3. In case a high School Inspector reports that the equipment of any High School or Collegiate Institute is insufficient; or that the grounds are too limited in area; or that the school building is inadequate for the accommodation of the pupils; or that the staff or any member thereof is incompetent; or that the staff is insufficient for the attendance, or for the number of subjects taken up; the Minister of Education wil forthwith notify the Chairman of the Board of Trustees, and on the neglect or refusal of the said Board to remedy the defect complained of within a reasonable time, the legislative grant may be withheld from such High School or Collegiate Institute until such time as the regulations are complied with.

4. No High School shall be raised to the status of a Collegiate Institute without such a minimum equipment in the way of library, scientific apparatus, gymnasium, maps, charts and globes, as the maximum required for schools with three or more masters (not being Collegiate Institutes), under regulation 6, following.

5. Any Collegiate Institute that fails to comply with the conditions prescribed herein for the status of a Collegiate Institute may, on the joint report of the High School Inspectors, be reduced to the rank of a High School, and deprived of the special legislative grant, at the discretion of the Minister of Education.

Distribution of Grant.

6. The Annual Legislative Grants to High Schools and Collegiate Institutes shall be distributed on the following basis, so far as the Annual appropriation made by the Legislature will admit thereof, namely:—

I.—Schools with Two Masters.

(*a*) Fixed Grant		$400 00
(*b*) Grant on annual expenditure for teachers' salaries :—15% on salaries over $1,500. *max*		75 00
(*c*) Grant on total amount invested in equipment, viz :—10% of expenditure on the following basis, the maximum recognized expenditure on each being as follows :—		
(1) Library of reference	$275 00	
(2) Scientific apparatus, physical and chemical (not including chemicals)	275 00	
(3) Gymnasium	250 00	
(4) Charts, maps and globes	100 00	
max.		90 00
(*d*) Grant on condition and suitability of school premises.		
(1) Water-closets, water supply, school grounds, and external appearance of school-building.		
(2) Class rooms, halls, waiting-rooms, cap-rooms, teachers' private rooms, desks, blackboards, lighting, heating, and ventilation.		
max.		$90 00
(*e*) Grant on average attendance, 50c. per unit, more or less.		

II.—Schools with Three or more Masters (not Institutes.)

(*a*) Fixed grant		$400 00
(*b*) Grant on annual expenditure for teachers' salaries :— Fifteen % on salaries over $1,500.		
max.		375 00
(*c*) Grant on total amount invested in equipment, viz :—10% of expenditure on the following basis, the maximum recognized expenditure in each being as follows :—		
(1) Library of reference	$450 00	
(2) Scientific apparatus, physical and chemical (not including chemicals)	450 00	
(3) Gymnasium	325 00	
(4) Charts, maps and globes	125 00	
max.		135 00
(*d*) Grant on condition and suitability of school premises.		
(1) Water-closets, water supply, school grounds and external appearance of school building.		
(2) Class-rooms, halls, waiting-rooms, cap-rooms, teachers' private rooms, desks, blackboards, lighting, heating and ventilation.		
max.		135 00
(*e*) Grant on average attendance, 50c. per unit, more or less.		

III.—Collegiate Institutes.

(*a*) Fixed Grant	$400 00
(*b*) Grant on expenditure for teachers' salaries :— Fifteen % on salaries over $1,500. *max*	750 00

(*c*) Grant on condition and suitability of school premises.

(1) Water-closets, water-supply, school grounds and external appearance of school building.

(2) Class-rooms, halls, waiting-rooms, cap-rooms, teachers' private rooms, desks, blackboards, lighting, heating and ventilation.

max. 180 00

(*d*) Grant on average attendance, 50c. per unit, more or less.

(*e*) Special grant, based partly on equipment and partly on qualifications of staff 300 00

Commencement Exercises.

7. Commencement exercises should be held in each High School or Collegiate Institute at a suitable time during the Autumn term of each year, at which diplomas, medals, or certificates may be presented to the successful candidates.

Qualifications of Head Masters and Assistants.

8. The qualifications for the Headmastership of a High School or Collegiate Institute shall be (1) a degree in Arts obtained after a regular course of study from any chartered university in the British Dominions; (2) at least two years successful teaching in a High School or Collegiate Institute; and (3) a Professional High School Assistant's Certificate.

9. Any person who has passed the Training Institute Final Examination, and who holds (1) a Senior Leaving certificate, or (2) a degree in Arts (as above), or (3) the rank of an Undergraduate in Arts of at least two years standing, shall be a qualified High School Assistant. Special teachers of Music, and of Drill, Gymnastics and Calisthenics, must possess qualifications satisfactory to the Education Department.

10. Specialists under section 13 of the High Schools Act shall hold (1) at least a non-professional First Class Certificate, Grade A, obtained on one or another of the special courses set forth in regulation II, Circular No. 4, or the equivalent thereof; or (2) a degree in Arts from any chartered University in the British Dominions, with at least ten years' experience in an Ontario High School, and with satisfactory results of school work done, and first class grading on inspection obtained, before the first day of July, 1889, in one or another of the departments in which specialist standing is recognized as above.

Duties of Head Masters, Assistant Masters, and Pupils.

11. It shall be the duty of the Head Master to prescribe the number of pupils in each Form, the division of subjects among his assistants, and the order in which each subject shall be taken up by the pupils, and to make such promotions from one Form to another as he may deem expedient. The regulations respecting the duties of teachers and pupils and the hours for study in High Schools shall be the same as those prescribed for Public Schools, except as herein otherwise provided.

Inspection.

12. (1) Each High School Inspector shall visit the High Schools or Collegiate Institutes in the section of the Province assigned to him, at least once in each year; and shall spend not less than one day in each school having two or three masters; and in schools with four or over four masters, two or more days, as the interests of the school may require.

(2) At each visit he shall ascertain the character of the teaching in the different departments of study; and shall make enquiry and examination, in such manner as he may think proper, into the efficiency of the staff, the equipment of the school, and all matters affecting the health and comfort of the pupils. He shall also report any violation of the Regulations of the Education Department in reference to High Schools, after making such enquiry as he may think proper.

(3) He shall report to the Education Department, within one week after his inspection, the result of his observations and enquiry in a form prescribed for that purpose.

(4) No High School Inspector, shall during his incumbency, hold any other office or perform any other duties than those assigned to or prescribed for him, without the permission of the Education Department.

(5) When a High School or a Collegiate Institute is to be closed for one or more days, the Head Master shall give the Education Department at least one week's notice.

Courses of Study.

13. The High School subjects of study shall be taken up in four Forms; but the Head Master is not restricted in the sub-division of Forms, and he shall make at least two sub-divisions of Form I. The subjects of study in Form I. shall consist of Reading, English Grammar, English Composition, Rhetoric, English Poetical Literature, History and Geography, Arithmetic and Mensuration, Algebra, Euclid, the Commercial Course, and Drawing, with Latin, or French, or German, or Physics and Botany; in Form II. of English Grammar, English Composition, Rhetoric, English Poetical Literature, History and Geography, Arithmetic and Mensuration, Algebra, Euclid, and Chemistry, with Latin, or French, or German, or Physics; in Form III. of English Grammar, Philology, Rhetoric, and Prosody; English Composition, English Poetical Literature, History and Geography, Algebra, Euclid, and Trigonometry, with Greek and Latin, or French and German,, or Chemistry, Botany, and Zoology; and, in Form IV. of the special subjects required for pass Senior Matriculation into any of the Universities of Ontario.

14. Every High School pupil shall pursue the course prescribed in the Form to which he is assigned; but pupils in Forms II. and III. preparing for the Junior Matriculation Examination into any of the Universities or the Learned Societies of Ontario, may take those subjects only that are required for their examinations. The Commercial Course, Reading, and Drawing, may be continued in the higher Forms, and Agricultural Chemistry, Temperance and Hygiene, Vocal Music, and Phonography may be taught in each Form, at the option of the Board of Trustees and the Head Master. Any pupil may take in addition to the subjects in the course selected, such other subjects as may be agreed upon by his parent or guardian and the Head Master of the High School; but no subject not prescribed in the High School courses of study shall be taught in any High School or Collegiate Institute without the consent of the Education Department.

15. Throughout all the school terms, Writing shall be taught at least twice a week in the lowest division of Form I., each lesson being not less than half an hour in length; and the subject shall be taken up in connection with Book-keeping in the other divisions: Reading shall be taught at least twice a week in each of the divisions of Form I., each lesson being not less than half an hour in length; and the subject shall be taken up in connection with English Literature in all the forms: Drill, Gymnastics, and Calisthenics shall be taught not less than an hour and a half a week in each division of Form I., and not less than an hour a week in the other forms; and additional provision should be made for practice by the pupils under efficient supervision: In High Schools which have no gymnasium, Gymnastics is not obligatory and Drill and Calisthenics shall be taken up only when the weather permits.

16. The following are the details of the High School Courses of Study in Forms I., II., and III.

Form I.

Reading.—The principles of Orthoëpy and of Elocution ; Reading ; Spelling and Syllabication.

English Grammar.—Etymology and Syntax ; exercises, chiefly on passages from authors not prescribed.

English Composition and Rhetoric.—The structure of sentences and paragraphs ; paraphrasing of prose ; expansion and contraction of prose passages ; synonyms ; correction of errors ; rhetorical analysis of passages from prose authors not prescribed ; themes on familiar subjects and the prescribed texts ; familiar and business letters.

English Poetical Literature.—Intelligent comprehension of and familiarity with the prescribed texts ; memorization of the finest passages ; oral reading of the texts ; supplementary reading from authors in the High School Library.

History and Geography.—The leading events of Canadian and English History—the nineteenth century more particularly. Commercial, physical, and mathematical Geography. Geography of Canada and the British Empire more particularly.

Arithmetic and Elementary Mensuration.—Arithmetic in theory and practice ; special attention to commercial problems ; areas of rectilinear figures, and volumes of right parallelopipeds and prisms ; the circle, sphere, cylinder, and cone.

Algebra.—Elementary rules ; factoring ; greatest common measure ; least common multiple ; fractions ; simple equations of one unknown quantity ; simple problems.

Euclid.—Book I., propositions 1-26 ; easy deductions.

Commercial Course.—Writing ; Précis writing and indexing ; Book-keeping, single and double entry ; Commercial forms ; General business transactions.

Drawing.—Freehand ; Practical Geometry ; Perspective ; Object Drawing ; and Industrial Designs.

Physics.—An experimental course defined as follows :—(*a*) Properties of matter :—Sensations and things ; causes and effects ; absence of chance in the order of nature ; matter ; the molecule ; constitution of matter ; physical and chemical changes ; inertia ; force ; energy (as defined in sections 88-92 inclusive of the *High School Physics*) ; three states of matter ; phenomena of attraction ; cohesion ; compressibility ; elasticity, etc. (*b*) Sound :—Vibrations and Waves ; production and propagation of sound-waves ; velocity : reflection ; echoes ; refraction ; intensity ; pitch ; difference between noise and music ; quantity. (*c*) Light :—Propagation ; reflection ; images formed by plane and spherical mirrors ; refraction ; lenses ; dispersion ; selective absorption ; color. (*d*) Electricity :—Voltaic cells ; polarization ; heating, luminous, chemical and magnetic effects produced by the electric current ; the electric bell, the telegraph, the telephone, the electric light ; magnetism.

Botany.—The practical study of representatives of the following natural orders of flowering plants ; Ranunculaceae, Cruciferae, Melvaceae, Leguminosae, Rosacae, Sapindaceae, Umbelliferae, Compositae, Labiatae, Cupuliferae, Araceae, Liliaceae, Iridiceae, Coniferae, and Gramineae (types contained in text-book). A knowledge of structure obtained with the use of the compound microscope. Attention to drawing and description of plants supplied, and to the classification of these. Comparison of different organs, morphology of root, stem, leaves and hairs, parts of the flowers, reproduction of flowering plants, pollination, fertilisation, and the nature of fruits and seeds.

Greek.—The Elementary Greek Book ; sight-reading.

Latin.—The Elementary Latin Book, grammar, composition, the prescribed texts, and sight-reading.

French.—The Elementary French Book, grammar, composition, conversation, dictation, the prescribed texts, and sight-reading.

German.—The Elementary German Book, grammar, composition, conversation, dictation, the prescribed texts, and sight-reading.

Form II.

English Grammar.—A course consisting chiefly of exercises on passages from authors not prescribed.

English Composition and Rhetoric.—Course in Form I. continued, and including themes based upon the prescribed texts.

English Poetical Literature.—The course in Form I. continued, and including intelligent comprehension of and familiarity with the prescribed texts.

History and Geography.—Great Britain and her colonies from the revolution of 1688 to the peace of 1815, and the Geography relating thereto. Outlines of Roman history to the death of Augustus, and the Geography relating thereto. Outlines of Greek history to the battle of Chaeronea, and the Geography relating thereto.

Arithmetic and Mensuration.—Course in Form I. completed.

Algebra.—Elementary rules; easy factoring; highest common measure, lowest common multiple; square root; fractions; ratio; simple equations of one, two and three unknown quantities; indices; surds; easy quadratic equations of one and two unknown quantities.

Euclid.—Bks. I., II. and III.; deductions.

Physics.—An experimental course defined as follows, and including an acquaintance with the Metric System of Units:—(*a*) Dynamics: Definitions of velocity, acceleration, mass, momentum, force, moment, couple, energy, work, centre of inertia; statement of Newton's laws of motion; composition and resolution of forces; conditions for equilibrium of forces in one plane. Definitions of a fluid, fluid pressure at a point, transmission of fluid pressure, resultant fluid pressure, specific gravity, Boyle's law, the barometer, air, pump, water pump, siphon. (*b*) Heat: effects of heat; temperature; diffusion of heat; specific heat; latent heat; law of Charles. (*c*) Electricity: Voltaic cells; chemical action in the cell; magnetic effect of the current; chemical effect of the current; galvanometer; voltameter; Ohm's law; heating effect of the current; electric light; current induction; dynamo and motor; electric bell; telegraph; telephone,

Chemistry.—Definition of the object of the science, relations of the physical sciences to Biology, and of Chemistry to Physics. Chemical change, elementary composition of matter. Laws of combination of the elements, atomic theory, molecules, Avogadro's Law. The determination of atomic weight, specific heat, atomic heat, nomenclatures classification. The preparation, characteristic properties, and principal compounds of the following elements: Hydrogen, Chlorine, Bromine, Iodine, Oxygen, Sulphur, Nitrogen, Phosphorus, Carbon, Silicon.

Greek.—Grammar, Composition, prescribed texts, and sight-reading.

Latin " " " " "

French.—Grammar, Composition, Conversation, Dictation, the prescribed texts, and sight-reading.

German.—Grammar, Composition, Conversation, Dictation, the prescribed texts, and sight-reading.

Form III.

Grammar and Philology.—A course consisting chiefly of exercises on passages from authors not prescribed.

English Composition, Rhetoric, and Prosody.—Essay-writing; a course in Rhetoric and Prosody, consisting chiefly of exercises on passages from authors not prescribed.

English Poetical Literature.—Course in Form II. continued, and including intelligent comprehension of and familiarity with the prescribed texts.

History and Geography.—English History from the discovery of America to the Revolution of 1688. Geography to illustrate the history read.

Algebra.—More thorough knowledge of the subjects of Form II. together with variation, progressions, permutations, and combinations, binomial theorem, interest forms with annuities.

Euclid.—Bks. IV., VI., and Definitions of Bk. V.; deductions.

Plane Trigonometry.—Trigonometrical ratios with their relations to each other; sines, etc., of the sum and difference of angles with deduced formulas; solution of triangles; expressions for the area of triangles; radii of circumscribed, inscribed, and escribed circles.

Chemistry.—The practical study of the following elements with their most characteristic compounds, in illustration of the outlines of Mendelejeff's classification of the elements: Hydrogen; Sodium; Potassium; Magnesium, Zinc; Calcium, Strontium, Barium; Borax, Aluminium; Carbon, Silicon, Tin, Lead; Nitrogen; Phosphorus, Arsenic, Antimony, Bismuth; Oxygen, Sulphur; Fluorine, Chlorine, Bromine, Iodine; Manganese, Iron, Gold, Platinum.

Botany.—The practical study of representatives of the flowering plants of the locality in which the High School is situated, and of representatives of the chief sub-divisions of cryptogams, such as a fern, a lycopod, a horse-tail, a liver-wort, a moss, a lichen, a mushroom, and a chara. A knowledge of structure, such as can be obtained with the use of the compound microscope. Attention to drawing and description of parts of plants supplied, and to the classification of these. Comparison of different organs, morphology of root, stem, leaves, and hair, parts of the flower, reproduction of flowering plants, pollination, fertilization, and the nature of fruit and seeds.

Zoology.—The practical study of the subject as defined in *The High School Zoology*, but limited by the author's syllabus of work.

Greek.—Grammar, Composition, the prescribed texts, and sight-reading.

Latin.—Grammar, Composition, the prescribed texts, and sight-reading.

French.—Grammar, Composition, Conversation, Dictation, the prescribed texts, and sight-reading.

German.—Grammar, Composition, Conversation, Dictation, the prescribed texts, and sight-reading.

Examinations and Certificates.

17. An examination will be held annually by the Education Department in the courses of study prescribed for each of Forms I., II. and III. These examinations shall be known respectively as the Primary Examination, the Junior Leaving Examination, and the Senior Leaving Examination. Only those candidates who have passed the Primary Examination, or those who have made more than the aggregate of marks required, but have failed in one or more subjects, will be eligible to write for the Junior Leaving Examination. Any candidate who obtains one-third of the marks in each subject and one-half of the aggregate marks obtainable, shall be entitled to the certificate for which he has been examined.

18. The examiners in Oral Reading, Drawing, and the Commercial Course at the Primary Examination shall be the headmaster and the teacher or teachers of the subjects, or the presiding examiner, as the case may be. The Departmental examiners shall prepare the other examination papers for the Primary, and the examination papers for the Junior and Senior Leaving Examinations.

Notice by Candidates.

19. Every person who purposes to present himself at the Primary, or Junior or Senior Leaving Examination, shall send to the Inspector within whose inspectoral division he intends to write, not later than the 24th of May preceding, a notice stating the class

of certificate for which he is a candidate, and what optional subject or subjects he has selected. Such notice shall be accompanied by a fee of $5, $3 of which shall be forwarded by the Inspector, with the list of candidates, to the Education Department, and the other $2 shall be forwarded to the Treasurer of the High or Public School Board, as the case may be.

20. Where a High School is situated in a town or city constituting a separate Inspectoral Division, the Inspector of such city or town shall be responsible for the conduct of the examination held thereat, and shall receive applications from intending candidates, and report to the Department; but in all other cases the County Inspector shall be responsible and shall receive the necessary applications.

21. All the Examination papers shall be so constructed as to allow a choice of questions. The papers on English Grammar shall assume that the practical applications of the subject are subordinate to its value as a means of mental training. Special importance shall be attached to English Composition. At all the Examinations, each paper on Poetical Literature and on the Latin, French and German authors shall contain, in addition to questions on passages from the prescribed texts, questions on passages from works not prescribed, but similar in style and of equal difficulty. In the case of the Latin, French, and German papers, the meaning shall be given of words not likely to have been met with by the candidates, and the examinations in the "Sight-work" shall determine, not whether the candidate has read more than the prescribed texts, but whether he is familiar with the idioms and constructions met with in the prescribed course. The papers on Arithmetic shall contain commercial problems heretofore contained in the papers on Book-keeping; and either arithmetical or algebraic solutions will be accepted. The value of the questions in pure and applied Algebra at all the Examinations shall be about equal. In Botany and Zoology, specimens for description and identification shall be submitted to the candidates at all the examinations.

Number and Value of Papers.

22. No paper will be set in Dictation, but one mark shall be deducted for every mis-spelt word from the marks obtained in a subject. One mark shall also be deducted for each instance of bad English.

I. *Primary Examination.*

	No. of Papers.	Value of Subject.
English Grammar	One	150
English Composition (100) and Rhetoric (50)	"	150
English Poetical Literature	"	200
History and Geography	"	150
Arithmetic, Mensuration, and Commercial Transactions	"	200
Algebra and Euclid	"	200
Physics	"	100
Botany	"	100
Latin	Two—one on Authors and one on Composition and Grammar	200
French	" "	200
German	" "	200

II. *Junior Leaving Examination.*

	No. of Papers.	Value of Subject.
English Grammar and Rhetoric	One	150
English Composition (Essay)	"	100
English Poetical Literature	"	200
History and Geography	"	150
Arithmetic and Mensuration	"	200
Algebra	"	150
Euclid	"	150
Chemistry	"	150
Physics	"	200
Latin	Two—one on Authors and one on Composition and Grammar	200
French	" "	200
German	" "	200

III. *Senior Leaving Examination.*

	No of Papers.	Value of Subject.
English Grammar, Philology, Rhetoric and Prosody	One	200
English Composition (Essay)	"	100
English Poetical Literature	"	200
History and Geography	"	150
Algebra	"	150
Euclid	"	150
Trigonometry	"	150
Chemistry, Botany, Zoology	Three	400
Latin, Greek	Two—one on Authors and one on Composition and Grammar	400
French, German	" "	400

Time and Place of Examinations.

23. The examination of the candidates for High School Primary and Junior and Senior Leaving Certificates shall be held at their respective High Schools, or at such other places as may be appointed by the Minister of Education. The Primary Examination in Oral Reading, Drawing, and the Commercial Course shall be held during the last week in June of each year, as may best suit the convenience of Masters and Candidates; the other examinations during the month of July, at dates to be fixed by the Minister from time to time.

Reading, Drawing, and Commercial Certificate.

24. The Primary Examinations in Oral Reading, Drawing, and the Commercial Course shall be conducted as follows:—

(*a*) *Oral Reading.*—Each candidate shall read from an authorized Reader one passage selected by the examiners and another from any book chosen by himself.

(*b*) *Drawing.*—Each candidate shall submit for examination his school work in the five books prescribed in Form I., or their equivalent in character and amount. Each candidate shall pass in addition, an examination in Object Drawing, the papers being prepared and valued by the Headmaster and the teacher or teachers of the subject. A Primary Art School certificate will be accepted in lieu of the examination in Object Drawing and the submission of the five books prescribed.

(*c*) *Book-keeping.*—Each candidate shall submit for examination his school work in Book-keeping and Commmercial Transactions, which shall consist of the following as a minimum :—Four sets, each of at least fifteen foolscap pages or the equivalent thereof, and each comprising the necessary books of original entry, with Ledger and Bill-book. The sets shall consist of one in Single entry and three in Double Entry ; one of the Double Entry sets to embrace transactions in Commission and Brokerage ; another, transactions in partnership ; and the third to be a continuation of the Single Entry set, showing clearly the transfer from Single to Double Entry. At least one example of each kind of commercial forms and correspondence pertaining to the sets shall be entered in a suitable blank book and submitted with the principal and auxiliary books used in connection with the working of the four sets. The standing of the candidates shall be determined in accordance with the writing, neatness, and accuracy of these sets.

(*d*) In determining the final standing in Oral Reading, Drawing, and Book-keeping, the Examiners shall take into account, as may be deemed most suitable. the candidate's school record in each subject.

25. The standing of the candidates shall be entered in a form provided by the Education Department, and shall be signed by all the Examiners ; the standing of the candidates being graded from I. (the highest) to IV., those graded IV. being rejected. At least four days before the commencement of the Primary Examinations, the Headmaster shall transmit this report, when completed, to the Presiding Examiner if other candidates than High School pupils are to appear for examination ; otherwise he shall ransmit it direct to the Education Department.

26. The school work in Drawing and Book-keeping of High School pupils who have passed this examination shall be retained by the Headmaster until the next ensuing visit of the High School Inspector, who shall report specially to the Minister of Education on the character of this work and of the teaching of Reading, Drawing and the Commercial Course in the High School, and in the event of the Inspector's report being unfavorable, the Minister may make other arrangements for holding future examinations in the High School.

27. At some convenient time during the course of the Primary Examination, those candidates who were not prepared at a High School shall be examined at each centre by the Presiding Examiner, who shall set the paper in Object Drawing, shall examine their work in Drawing and Book-keeping, and shall award them their standing in these subjects and in Oral Reading as above. The final standing awarded shall be reported as in the case of High School pupils, and shall be entered on the list received from the Headmaster, which shall then be transmitted by post to the Education Department on the last day of the July Primary Examination, or sooner if the examination in Reading, Drawing, and Book-keeping has been sooner completed. The school work of such candidates shall be transmitted by the Presiding Examiner to the Public School Inspector of the district, who shall report to the Minister on the character of the work done in these subjects.

28. No candidate will be required to pass the examination in Drawing and the Commercial Course more than once ; but all candidates will be required to pass the examination in Oral Reading as often as they may present themselves for examination in the other subjects of the Primary Examination, and to take again the course in Reading prescribed for Form I. of the High Schools.

29. Any candidate who passes the Primary Examination in Reading, Drawing, and the Commercial Course, and who, in the opinion of his teachers, possesses a good business education, shall be entitled to a certificate signed by the Headmaster of the High School or the Presiding Examiner, as the case may be.

Toronto, July, 1890.

DEPARTMENTAL REGULATIONS—TRAINING INSTITUTE COURSES AND EXAMINATIONS.

1. The professional training of High School Assistant Masters and First Class Public School Teachers shall consist of the following courses :—

(1) A course of instruction at Toronto in (*a*) the History, Psychology and Methods of Education, (*b*) Reading and Elocution, (*c*) Drill, Gymnastics and Calisthenics, (*d*) Hygiene, (*e*) Writing and Phonography, and (*f*) such other subjects as the Minister of Education may determine from time to time.

(2) A course at a Training Institute, consisting of systematic observation of High School work, and practice (*a*) in the organization and management of High Schools, and (*b*) in teaching the High School courses.

2. Application for admission to the above courses shall be made on or before the second Tuesday of August, to the Minister of Education, who will assign to each Training Institute its quota of Teachers-in-Training.

3. The course in Toronto shall begin on the third Tuesday in August and end on the first Friday of October, and the course at the Training Institutes shall begin on the Monday next following in October and end on the last Friday in November.

Requisites of a Training Institute.

4. The following are the requisites of a Training Institute :—

(1) Such equipment and accommodation as may be required for a Collegiate Institute.

(2) A staff of thoroughly competent specialists in the Modern Languages, Mathematics, Classics and Natural Science ; and, in addition, teachers of Drawing, the Commercial branches, and Drill, Gymnastics and Calisthenics.

General Directions.

5. The hours of daily attendance for each teacher-in-training shall in each case be determined by the Principal of the Training Institute, who shall make such arrangements as may best suit the requirements of his school, subject, however, to the regulations hereinafter provided.

6. Each Training Institute shall be inspected by one of the High School Inspectors at least once during the session. It shall be the Inspector's duty to report to the Education Department on the condition of the Training Institute, and to make such recommendations as he may consider necessary to secure its efficiency.

Duties of the Principal and Department Masters.

7. The duties of the Principal, (who shall be responsible to the Minister of Education for the proper conduct of the Training Institute), shall be as follows :—

(1) Throughout the session he shall take general charge of the teachers-in-training.

(2) If himself a Department Master, he shall perform in addition such duties towards the teachers-in-training as are required from a Department Master.

(3) He shall arrange the division of duties among the members of his staff.

(4) He shall from time to time visit the class-rooms of the different members of his staff, while they are in charge of the teachers-in-training, and shall satisfy himself that the design of the Training Institute is being properly carried out.

(5) At the close of the session he shall furnish the Minister of Education with a statement of the standing of each teacher-in-training, as shown by the Training Register, and with a confidential estimate by himself and his staff of the ability of each teacher-in-training.

8. Each Department Master shall be responsible to the Principal for the discharge of his duties in connection with the training of teachers, and shall be subject to his control in all matters pertaining thereto, with the right of appeal to the Minister of Education in case of dispute. He shall have charge of the teachers-in-training while taking up the subjects of his department, and shall record from time to time in the Training Register his estimate of the capacity of the teachers-in-training as evidenced by them while under his charge.

9. If, after at least two weeks' trial, a teacher-in-training is, in the judgment of the training staff, unfit to become a teacher, such teacher-in-training shall, on the joint report of the members of the training staff and with the approval of the Minister of Education, be debarred from further attendance at the Training Institute.

Duties of a Teacher-in-Training.

10. The teacher-in-training shall attend regularly and punctually during both of the prescribed courses, and shall devote his whole time and attention to the course of study and training prescribed in these regulations for teachers-in-training.

General Directions as to Management.

11. The first and second weeks of the session of each Training Institute shall be devoted to the *English* department, including *Reading*, *Drawing*, and the *Commercial* course; the third week, to the *Mathematical* department; the fourth and fifth, to the *Classical*, *Modern Languages*, and *Science* departments; and the sixth and seventh weeks, to practice in teaching in the different departments. During the sixth and seventh weeks teachers-in-training who desire to become teachers of special departments shall devote themselves specially to such departments, but such teachers-in-training shall then teach in addition such other subjects as may be determined by the Principal. *Drill*, *Gymnastics* and *Calisthenics* shall be taught by each teacher-in-training throughout the session as often as the Principal may deem it advisable.

12. During the period specially devoted to his department, the Department Master shall develop systematically the best modes of dealing with each subject in his department at each stage of a pupil's progress; using as the basis of his discussions the text-books prescribed, and illustrating his explanations by subsequent teaching.

13. When the special instruction in a department has been discontinued, illustrative teaching by the Department Master and practice in teaching by the teachers-in-training shall be continued in that department, according to the weekly programme prepared by the Principal, who shall make due allowance for the special requirements of each teacher-in-training.

14. Before teaching a class in presence of the teachers-in-training, the Department Master shall lay before them the purpose and plan of the lesson. He shall require them to take notes of the lesson, and shall discuss with them afterwards the observations they have made.

15. After consultation with the Principal, the Department Master shall assign to the teachers-in-training the lessons in his own department; and, when doing so, he shall keep in view the interests of his ordinary pupils, arranging the work so as to secure both variety and progress.

16. When the teacher-in-training himself takes charge of a class, the Department Master shall leave him as much as possible to his own resources, and shall, during the progress of the lesson, take notes for subsequent entry in the Training Register. At some suitable time he shall criticise fully and freely the lesson as given by the teacher-in-training.

17. During the session, besides continuing his daily observations, the teacher-in-training shall each week teach, under supervision, at least five of the regular classes of the school, taking the different subjects and forms in rotation, and making himself especially familiar with the work of the lower forms.

18. A teacher-in training shall not attempt to teach a lesson before the mode of dealing with the subject has been illustrated for him by the Department Master. The lesson to be taught shall be assigned to him in time to allow sufficient preparation on the part of all who are to be present, to teach it themselves, or to criticise the teaching of others.

19. Before attempting to teach a lesson the teacher-in-training shall hand to the Department Master in charge a scheme of the lesson, setting forth its purpose and plan, if necessary this scheme shall be criticised by the Master before the teacher-in-training attempts to teach the lesson.

20. Under the supervision of the Department Master, the teachers-in-training shall teach before one another, and shall at some suitable time thereafter criticize one another's teaching in presence of the Department Master, who shall direct the discussion.

21. A teacher-in-training shall occasionally be entrusted with a class, or a subdivision of a class, in a room in which no member of the staff is present. With him shall be associated another teacher-in-training, who shall afterwards, in the presence of the Department Master, criticise the method and management of his associate.

Final Examinations.

22. At the close of the session the teacher-in-training shall be subjected to an examination in Practical Teaching by Examiners appointed by the Minister of Education, at the Training Institute at which he has been trained; and also to a written examination on papers prepared by the Training Institute Examiners and the Training Institute Masters respectively, on the subjects hereinafter detailed. At the same time shall be examined also those candidates who are exempt from attendance at a Training Institute.

23. The results of the practical and written examinations, together with the report of the Principal shall determine the final standing of each teacher-in-training. In the case of a candidate who has not been a teacher-in-training, the results of the practical and written examinations, together with a confidential report from the Inspector under whom he has taught, shall determine the final standing of such candidate.

24. The following subjects are obligatory on all classes of candidates:—Science of Education; School Organization and Management; History of Education; Methods in Mathematics; Methods in English; Temperance and Hygiene; School Law and Regulations; Drill, Gymnastics and Calisthenics for male teachers, and Calisthenics for female teachers. But Candidates who hold Second Class Professional Certificates, shall be exempt from the examination in Temperance and Hygiene, and School Law and Regulations. In addition to the above, candidates holding University qualifications, shall take Methods in Latin, and Methods either in Greek, or in French and German; and other candidates, Methods in Science, or Classics, or Moderns.

25. At the final examination, 50 per cent. of the marks assigned to Practical Teaching, 33½ per cent. of the value assigned to each of the other subjects of examination, and 50 per cent. of the total shall be required from each candidate; but no candidate shall be required to take the examination in the methods of teaching subjects not covered by his non-professional certificate. Any candidate who obtains 50 per cent. in each subject, and 75 per cent. of the aggregate, shall be entitled to a certificate with honors. The Departmental Examiners shall have power to reject any candidate who may show himself deficient in scholarship.

26. The written examination at the close of each term of a Training Institute shall embrace the following subjects and text-books:—

(1) The History of Education. The Science of Education, School Organization and Management. Methods in the Departments of *English, Mathematics, Natural Science, Classics, French* and *German.* Hygiene; School Law and Regulations in reference to the duties of teachers and pupils.

(2) Essays on Educational Reformers—By R. H. Quick, M.A.; Education as a Science—By Alex. Bain, LL.D.; Education—By Herbert Spencer; School Management—By Joseph Landon; Lectures on Teaching—By J. G. Fitch, M.A.; Physical Culture—By E. B. Houghton; Hygiene for Public and High Schools; Public and High Schools Act, and Regulations.

27. The final examination shall be adjudged according to the following schedule of marks:—History of Education, 50; Science of Education, 125; School Organization and Management, 125; Methods in teaching each subject on the programme for High Schools in English, Mathematics, Natural Science, Classics, and French and German, 500 (100 marks each); Practical Teaching, 500 (250 marks on the report of the Principal and Masters, and 250 on the report of the Training Institute Examiners); Temperance and Hygiene, and School Law and Regulations; and Drill, Gymnastics and Calisthenics—100 marks (50 each). The examinations in Temperance and Hygiene, School Law and Regulations, and Drill, Gymnastics and Calisthenics, shall be conducted by the Principal and masters, unless otherwise ordered by the Minister of Education; the other examinations, by the Departmental Examiners.

28. The written Examination will be held on the first Monday and Tuesday of December according to the following time-table:—

Monday.

9.00 A.M.—10.30 A.M.....Science of Education.
10.40 A.M.—12.10 P.M.....School Organization and Management.
1.30 P.M.— 2.30 P.M.....History of Education.
2.40 P.M.— 4.10 P.M.....Methods in Classics.

Tuesday.

9.00 A.M.—10.30 A.M.....Methods in English.
10.40 A.M.—12.10 P.M.....Methods in French and German.
1.00 P.M.— 2.30 P.M.....Methods in Science.
2.40 P.M.— 4.10 P.M.....Methods in Mathematics.

The examination in Practical Teaching will be held on the following *Wednesday* and the succeeding days. The written examination in Temperance and Hygiene, and School Law and Regulations shall be held by the Principal and Masters on *Wednesday*, from 9.00—10.30 a.m. The practical examination in Drill, Gymnastics and Calisthenics, shall be held by the same examiners during the rest of the same day, and on *Thursday* and *Friday* as may be found most suitable.

Instructions to Examiners.

29.—(1) The regular hours for assembling and dismissing the Collegiate Institute shall be strictly observed.

(2) Each candidate shall teach three lessons of thirty minutes each, and the full time of thirty minutes shall be allowed by the examiner for each lesson.

(3) The subjects of the lessons assigned shall be such as are suitable for High School pupils, due regard being had to the character of the candidate's non-professional certificate. No lesson shall be assigned more than once in any class, nor shall any lesson which he has taught during the term be assigned to any teacher-in-training.

(4) One of the three lessons shall be in the department of English, and one in the department of Mathematics. The subject of the third lesson shall be determined by the department covered by the candidate's non-professional certificate: in the case of candidates who hold University non-professional qualifications, it shall be in one of the following departments: (1) Latin and Greek and (2) Latin, French and German; and in the case of other candidates, it shall be in one of the following departments: (1) Latin and Greek, (2) French and German, and (3) Physics, Botany and Chemistry, and in Zoology (in the case of Senior Leaving Certificates obtained in July, 1890, and thereafter).

(5) For a candidate for a Specialist's certificate, a subject shall be assigned in his specialty of a more difficult character than would be assigned for a pass candidate; and if this department be not one of those in which he would be assigned a lesson in the ordinary course of the examination, the presiding examiner may substitute for any one of the three regular lessons one in the specialist's department.

(6) The presiding examiner shall, with the Principal o the Training Institute arrange a time-table for the examination, and shall, on consultation with the other examiner or examiners and the masters of the Training Institute, select three lessons for the candidates.

(7) The time-table shall be posted in the Collegiate Institute on the afternoon of the day preceding the practical examination, and shall indicate the hours at which, the forms in which, and the examiners before whom, the candidate is to teach his three lessons.

(8) The subject of the first lesson shall be given the candidate the day before he is required to teach it; the subjects of the second and third lessons respectively shall be given the candidate one hour before the lesson is to be taught; and in the case of each of the three lessons, it shall be the duty of the candidate to apply to the examiner for the subject at the proper time.

(9) After a lesson has been assigned, no hint or assistance of any kind shall be given to a candidate by any examiner or Collegiate Institute master.

(10) The candidate shall teach before at least two examiners.

(11) The Training Institute examiners appointed by the Minister of Education w ll present themselves at the Training Institutes to which they are respectively assigned, on the forenoon of the day preceding the practical examination. Should they not be able to complete the practical examination within the prescribed two days and a half, the presiding examiner may associate with them such of the Training Institute masters as may be required; but teachers-in-training shall teach at least two lessons before the examiners appointed by the Minister, and other candidates at least one.

(12) Unless absolutely necessary, no master of the Collegiate Institute shall be present in the room during the examination of a candidate in Practical Teaching.

(13) Immediately after the close of the examination each presiding examiner shall send to the Registrar, Education Department, a return of the practical examination in the prescribed form. The examiners at the written examination shall forward their returns to the Registrar, Education Department, within five days after the close of the examination.

(14) After a lesson has been taught, no information or opinion shall be given to the candidate as to his standing or marks. All reports in connection with both the written and the practical examination shall be regarded by the examiners as strictly confidential.

(15) If, from any unforeseen cause, the Regulations of the Education Department, or the instructions herein set forth, are varied in any particular, the presiding examiner shall report such variation fully to the Minister at the close of the examination.

Toronto, July, 1890.

DEPARTMENTAL REGULATIONS.

SUBJECTS FOR FIRST-CLASS CERTIFICATES, GRADES A. AND B. 1891–1895.

DEPARTMENT OF ENGLISH AND HISTORY.

English.

Grade B.—

I. Critical Reading of the following works of Shakespeare :

1891. Romeo and Juliet ; Julius Cæsar ; Tempest.
1892. Richard II. ; Merchant of Venice ; King Lear.
1893. Midsummer Night's Dream ; Macbeth ; Hamlet.
1894. Henry IV., Pt. I. ; Julius Cæsar ; Antony and Cleopatra.
1895. Richard II. ; Merchant of Venice ; King Lear.

II. Reading of the following Essays, in connection with the investigation of the Principles of Rhetoric :

1891. *Washington Irving*, The Mutability of Literature.
1893. *Lamb*, Imperfect Sympathies.
1895. *DeQuincey*, Conversation.
Emerson, Compensation.
Arnold, Sweetness and Light.
John Morley, Popular Culture.
1892. *Lowell*, On a certain Condescension in Foreigners.
Carlyle, History.
Macaulay, History.
1894. *Froude*, The Science of History.
Freeman, Race and Language.
Gladstone, Kin beyond the Sea.

III. An Essay will be required on one of a number of assigned subjects, some of which will be based on the works prescribed in Literature in I. and II. above.

IV. *Sweet's* Anglo-Saxon Primer.

V. *Spenser*, Faerie Queene.

1891. 1893. 1895. Book II., Cantos V.-VIII., inclusive.
1892. 1894. Book I., Cantos VII., VIII., X., XI.

VI. The History of the English Language.

The place of English in the Indo-European family. Grimm's and Verner's Laws. Dialects of English. Historical outlines of phonology, accidence, and syntax.

History.

VII. General History of Greece to the Roman Conquest, B. C. 146.
Cox: General History of Greece (Student's series).

General History of Rome to Romulus Augustulus, A. D. 476.
Merivale : General History of Rome (Student's series).

VIII. Outlines of mediæval history :

Italy, Germany, France, Spain, England, Scotland, Ireland ; Intrusion of the barbarians on the Roman provinces. The Crusades. Rise of the Ottoman power.

English.

Grade A.—

I. The History of English Literature from Dryden to Wordsworth (1660–1793).

II. An intimate acquaintance with the following works will be expected :

1891	*Dryden*, Absalom and Achitophel, Pt. I. ; Alexander's Feast ; Epistle to John Dryden ; Prose preface to the "Fables."
	Addison : The essays contained in sections, I., III., IV., VI., VII., of the Clarendon Press selections.
	Pope : Rape of the Lock ; Prologue to the Satires.
	Swift : Voyage to Lilliput.
1893.	*Thomson :* Winter ; Castle of Indolence, Canto I.
	Collins : Odes to Evening, to Liberty, and on Popular Superstitions.
1895.	*Johnson :* London ; Life of Pope ; Preface to Shakespeare.
	Goldsmith : Deserted Village ; Vicar of Wakefield.
	Gray : Elegy ; Progress of Poesy.
	Burke : American Taxation.
	Cowper : The Task, Book VI.
	Dryden : Hind and Panther, Pts. I. and III. ; Ode to Anne Killigrew ; Lines to Congreve ; Prose preface to the "Fables."
	Addison : The essays contained in sections I., II., V., VI., VIII., of the Clarendon Press selections.
1892.	*Pope* : Rape of the Lock ; Essay on Man, Epistle I.
	Swift : Voyage to Brobdingnag.
	Thomson : Summer ; Castle of Indolence, Canto I.
1894.	*Collins :* Odes to Pity, on the death of Mr. Thomson, on the Passions, on Popular Superstitions.
	Johnson : Vanity of Human Wishes ; Life of Dryden.
	Goldsmith : The Traveller ; She Stoops to Conquer.
	Gray : Elegy ; Progress of Poesy ; On a distant prospect of Eton College.
	Burke : Conciliation with America.
	Cowper : The Task, Book IV.

III. A general acquaintance with the work of specified writers of the 19th century, and an intimate knowledge of the following selected works, as well as of such of their poems as are included in Palgrave's Golden Treasury of Songs and Lyrics.

Wordsworth : Michael ; Tintern Abbey ; Resolution and Independence ; The Old Cumberland Beggar ; Influence of Natural Objects.

Coleridge : The Ancient Mariner ; The Lime Tree Bower ; France ; Dejection ; Fears in Solitude ; Biographia Literaria, chaps. 4, 14, 17, 18, 19, 20, 22.

Scott : The Lay of the Last Minstrel :

1891. 1894. Waverley. 1892. 1895. Old Mortality. 1893. Redgauntlet.

Shelley : Alastor, Adonais.

Keats : To a Grecian Urn ; Eve of St. Agnes.

Tennyson : 1891. 1894. Oenone ; Ulysses ; The Lotus-Eaters ; Morte D'Arthur ; Enoch Arden.

Tennyson : 1892. 1895. In Memoriam ; The Lady of Shalott ; Dora.

1893. The Princess ; The Palace of Art.

Browning : 1891. 1894. } Andrea del Sarto ; Saul ; Fra Lippo Lippi.

1892. 1895. } Epistle of Karshish ; The Bishop orders his Tomb ; Caliban ; The Lost Leader ; Up at a Villa.

1893. Cleon ; Grammarian's Funeral ; Old Pictures in Florence ; A Death in the Desert.

Carlyle : Lectures on Heroes, 3, 5, 6 ; Essay on Burns, and on Boswell's Life of Johnson.

Ruskin : 1892. 1894. } A Crown of Wild Olive.

Thackeray : 1892. 1894. } Pendennis.

DeQuincey : 1891. 1893. 1895. } On Style ; Coleridge ; Wordsworth ; The English Mail Coach.

Geo. Eliot : 1891. 1893. 1895. } Middlemarch.

IV. *Chaucer*, Prologue, Knight's Tale, Nun's Priest's Tale.

V. Specimens of Early English (edited by Morris), Extracts I.-IX.

NOTE.—In 1891 Sweet's Anglo-Saxon Primer, and Spenser's Faerie Queene of the course for Grade B. of that year will be substituted for Sections IV. and V

History.

VI. Outlines of Modern History :

England, Germany, France, Spain, and United States to peace of 1815, and Canada to 1867.

DEPARTMENT OF MATHEMATICS.

Grade B.—

Algebra, omitting Theory of Probability.
Plane Trigonometry.
Analytical plane Geometry (C. Smith).

Grade A.—

Newton's Principia, S. I.
Differential Calculus. (Williamson).
Integral Calculus. (Williamson).
Solid Geometry. (C. Smith).
Theory of Equations. (For Reference—Burnside and Panton).
Spherical Trigonometry. (Todhunter).
Elementary Mechanics, Hydrostatics, and Heat. Only definitions and statement of principles, with easy illustrations, will be required.

DEPARTMENT OF NATURAL SCIENCES.

Grades A. and B.—

CHEMISTRY.—Inorganic chemistry. Qualitive inorganic analysis.

BIOLOGY,—Structure and classification of flowering plants, with special reference to the Canadian flora. Zoology of Vertebrata. Canadian vertebrate fauna.

For Laboratory Work.—The candidate is expected to be familiar with the principal methods employed in the investigation of the structure of plants and animals, with the structure of the forms described in Huxley and Martin's Elementary Biology, and with the histology of the higher types of these.

Mineralogy and Geology.—Elementary mineralogy. Geology and physical geography. Principles of crystallography. Use of the blowpipe in the practical examination of minerals.

Physics.—Elementary course, with laboratory work.

DEPARTMENT OF FRENCH AND GERMAN.

French.

Grade B.—

Grammar. * Writing French from dictation. Translation from English into French. Translation of unspecified passages from modern French authors.

An examination on the following texts:

1891. 1894. *Erckmann-Chatrian*, Madame Thérèse.
Labiche, La Grammaire.

1892. 1895. *Souvestre*, Un Philosophe sous les toits.
Labiche, Le Voyage de Monsieur Perrichon.

1893. *Feuillet*, Roman d'un jeune homme pauvre.
Labiche, La Poudre aux yeux.

1891. *Ponsard*, Charlotte Corday.
1893. *About*, La Fille du Chanoine, and La Mère de la Marquise.
1895. *Scribe*, Le Charlatanisme.

1892. *Augier*, Le Gendre de Monsieur Poirier.
1894. *About*, Le Roi des montagnes.
Scribe, La Somnambule.

German.

Grammar.
* Writing German from dictation.
Translation from English into German.
Translation of unspecified passages from recent German authors.
History of German Literature: *Goethe* and *Schiller*.

An examination on the following texts:

1891. 1893. 1895. *Freytag*, Die Journalisten.
Schiller, Belagerung von Antwerpen.

1892. *Moser*, Der Bibliothekar.
1894. *Schiller*, Egmont's Leben und Tod.
Auerbach, Auf Wache.

Goethe, Minor poems, ed, Sonnenschein.
Goethe, Iphigenie auf Tauris.
Schiller, Lyrical poems, ed. Turner and Morshead.
Schiller, Ausgewählte Briefe an Goethe, ed. Buchheim.

* Candidates for Grade B. will take Dictation of the 2nd year only.

French

Grade A.—

Grammar.
Composition. (Writing an essay).
*Writing French from dictation.
Translation from English into French.
Translation of unspecified passages from modern French authors.
History of French literature during the 17th, 18th and 19th centuries with the outlines of the preceding periods.

An examination on the following texts:

1891. *Molière*, Les Précieuses ridicules.
Corneille, Horace.
Racine, Athalie.
1893. *La Bruyère*, Charactères (De la Cour and Des Grands).
La Fontaine, Fables, Bks. I—III.
1885. *Bossuet*, Oraison's funèbres (on Henriette de France and Henriette d'Angleterre).

1892. *Molière*, Le Bourgeois gentilhomme.
Corneille, Le Cid.
Racine, Iphigénie.
1894. *La Bruyère*, Caractères (De l'Homme, and Des Ouvrages de l'esprit).
La Fontaine, Fables, Bks. IV.–VI.
Bossuet, Oraison's funèbres (on Marie Thérèse d'Autriche, and Louis de Bourbon Prince de Condé).

1891. *Voltaire*, Zaïre.
Beaumarchais, Le Barbier de Séville.
1893. *Chateaubriand*, Atala.
Gautier, Emaux et Camées.
1895. *Hugo*, Hernani.
Balzac, Eugénie Grandet.

1892. *Voltaire*, Alzire.
Montesquieu, Grandeur at Décadence des Romains.
Chateaubriand, René.
1894. *Hugo*, Les Voix intérieures.
Dumas, Henri III. et sa Cour.
Balzac, Le Médecin de campagne.

German.

Grammar.
* Writing German from dictation.
Translation from English into German.
Translation of unspecified passages from modern German authors.
History of German Literature.
An examination on the following texts:

Schiller, Don Carlos.
Goethe, Leiden des jungen Werthers.
Auerbach, Edelweiss.
Schiller, Wallenstein,
Heine, Prosa, ed. Colbeck.
Wildenbruch, Neue Novellen.
Goethe, Faust, Pt. I.

Candidates for Grade A. will take the examination in conversation in French and German of the third year in honors.

*Candidates for Grade A. will take the Dictation of the 4th year only.

DEPARTMENT OF CLASSICS.

Grades B.—

1891.	*Homer*, Odyssey VII., VIII. *Plato*, Laches.	*Horace*, Odes, I., II. Cicero, Pro Archiâ (Reid). Pro Lege Maniliâ (Wilkins). Pro Marcello.
1892.	*Homer*, Odyssey IX., X. *Plato*, Laches.	*Virgil*, Æneid III., IV. *Cicero*, Pro Archiâ (Reid). Pro Lege Maniliâ (Wilkins). Pro Marcello.
1893.	*Homer*, Odyssey IX., X. *Plato*, Ion and Crito.	*Virgil*, Æneid III., IV. *Livy*, XXI.
1894.	*Homer*, Odyssey XI., XII. *Plato*, Ion and Crito.	*Horace*, Odes III., IV. *Livy*, XXI.
1895.	*Homer*, Odyssey XI., XII. *Demosthenes*, Pro Phormione Contra Cononem Paley & Sandys' Select. Private Orations, Pt. II.	*Horace*, Odes III., IV. *Livy*, XXII.
1891.	*Homer*, Odyssey XIII., XIV. *Thucydides*, I.	*Virgil*, Georgics I., II. *Cicero*, Pro Sulla (Reid). Pro Sestio (Holden).
1892.	*Homer*, Odyssey XV., XVI. *Thucydides*, I.	*Virgil*, Georgics II., III. *Cicero*, Pro Sulla (Reid). Pro Milone (Purton).
1893.	*Homer*, Odyssey XV., XVI. *Thucydides*, II.	*Virgil*, Georgics III., IV. *Cicero*, Pro Balbo (Reid). Pro Milone (Purton).
1894.	*Homer*, Odyssey XVII., XVIII. *Thucydides*, II.	*Virgil*, Georgics I., IV. *Cicero*, Pro Balbo (Reid). Philippic II. (Mayor).
1895.	*Homer*, Odyssey XVII., XVIII. *Thucydides*, III.	*Virgil*, Georgics I., II. *Cicero*, Pro Cluentio (Fausset).

Latin and Greek grammar and philology.
Translation at sight from Latin and Greek authors not specified.
Translation from Latin into Latin prose.
Translation from English into Greek prose.

Grade A.—

1891.	*Sophocles*, Antigone. *Demosthenes*, De Coronâ	*Virgil*, Æneid, V. VI. *Livy*, III.
1892.	*Sophocles*, Antigone. *Demosthenes*, De Falsâ Legatione.	*Virgil*, Æneid, V., VI. *Livy*, IV.
1893.	*Sophocles*, Electra. *Demosthenes*, De Falsa Legatione.	*Cicero*, In Verrem, Actio II., Bk. I. *Livy*, IV.
1894.	*Sophocles*, Electra. *Demosthenes*, Contra Aristocratem.	*Cicero*, In Verrem, Actio II., Bk. I. *Livy*, V.

1895.	*Sophocles*, (Edipus Rex). *Demosthenes*, Contra Aristocratem.	*Cicero*, In Verrem, Actio II., Bk. IV. *Livy*, V.
1891.	*Thucydides*, II. *Aristophanes*, Wasps. *Euripides*, Bacchæ.	*Horace*, Odes, Epistles and Ars Poetica. *Tacitus*, Histories, IV.
1892.	*Thucydides*, II. *Aristophanes*, Clouds. *Euripides*, Bacchæ.	*Horace*, Odes, Epistles and Ars Poetica. *Tacitus*, Histories, II.
1893.	*Thucydides*, III. *Aristophanes*, Clouds. *Euripides*, Bacchæ.	*Horace*, Odes, Epistles and Ars Poetica. *Tacitus*, Histories, III.
1894.	*Thucydides*, III. *Aristophanes*, Birds. *Euripides*, Ion.	*Horace*, Odes, Epistles and Ars Poetica. *Tacitus*, Histories, IV.
1895.	*Thucydides*, IV. *Aristophanes*, Birds. *Euripides*, Ion.	*Horace*, Odes, Epistles and Ars Poetica. *Tacitus*, Histories, I.

Latin and Greek grammar and philology.
Translation at sight from Latin and Greek authors not specified.
Translation from English into Latin prose.
Translation from English into Greek prose.
Greek history to the end of the Peloponnesian War.
Cox: General History of Greece (Student's Series); Greeks and Persians (Epoch Series); Athenian Empire (Epoch Series).
Roman History to the end of the war with Pyrrhus.
Mommsen: Vol. I. (Bks. I. and II).

Toronto, July, 1890.

Departmental Regulations.

Literature Selections for the Primary and the Junior and Senior Leaving Examinations.

primary examination.

English Poetical Literature.—The following selections from the High Schoo Reader:—

1891. III, The Trial Scene in the "Merchant of Venice;" VII, To Lucasta, on Going to the Wars; XVIII, Rule Britannia; XXVIII, The Cotter's Saturday Night; XXIX, The Land o' the Leal; XXXV, The Isles of Greece; XXXVI, Go where Glory Waits Thee; XXXVII, Dear Harp of My Country; XXXVIII, Come, ye Disconsolate; XL, The Glove and the Lions; XLVI, The Bridge of Sighs; LI, Horatius; LIV, My Kate; LV, A Dead Rose; LVI, To The Evening Wind; LXII, The Cane-Bottomed Chair; LXVII, The Hanging of the Crane; LXXIII, Ode to the North-East Wind; LXXVI, Barbara Frietchie; LXXIX, The Lord of Burleigh; LXXX, Break, Break, Break; LXXXI, The "Revenge;" CI, The Forsaken Garden; CV, The Return of the Swallows; CVI, Dawn Angels; CVII, Le Roi est Mort; CVIII, To Winter.

1892. III, The Trial Scene in the "Merchant of Venice;" V, To Daffodils; IX, On the Morning of Christ's Nativity; XVIII, Rule Britannia; XX, The Bard; XXXI, To a Highland Girl; XXXII, France, an Ode; XXXIII, Complaint and Reproof; XXXV, The Isles of Greece; XL, The Glove and the Lions; XLI, The Cloud; XLII, On first Looking into Chapman's Homer; XLIII, On the Grasshopper and the Cricket; XLIX, Indian Summer; L, To Helen; LII, The Raven; LIV, My Kate; LV, A Dead Rose; LVIII, Each and all; LX, The Diver; LXII, The Cane-Bottomed Chair; LXVII, The Hanging of the Crane: LXXV, The Cloud Confines; CV, The Return of the Swallows; CVI, Dawn Angels; CVII, Le Roi est Mort; CVIII, To Winter.

1893. III, The Trial Scene in the "Merchant of Venice;" V, To Daffodils; XX, The Bard; XXIX, The Land o' the Leal; XXXI, To a Highland Girl; XXXIV, The Well of St. Keyne; XXXVI, Go where Glory Waits Thee; XXXVII, Dear Harp of My Country; XXXVIII, Come, ye Disconsolate; XLI, The Cloud; XLII, On first Looking into Chapman's Homer; XLIII, On the Grasshopper and the Cricket; XLVI, The Bridge of Sighs; XLVII, A Parental Ode to my Son; XLIX, Indian Summer; L, To Helen; LI, Horatius; LVIII, Each and All; LX, The Diver; LXVII, The Hanging of the Crane; LXXIX, The Lord of Burleigh; LXXX, Break, Break, Break; LXXXI, The "Revenge;" LXXXIX, The Old Cradle; XC, Rugby Chapel.

1894. III, The Trial Scene from the "Merchant of Venice;" VII, To Lucasta, on Going to the Wars; IX, On the Morning of Christ's Nativity; XXVIII, The Cotter's Saturday Night; XXIX, The Land o' the Leal; XXXI, To a Highland Girl; XXXIV, The Well of St. Keyne; XXXV, The Isles of Greece; LVIII, Each and All; LXVII, The Hanging of the Crane; LXIX, "As Ships Becalmed at Eve;" LXX, Duty; LXXV, The Cloud Confines; LXXVI, Barbara Frietchie; LXXVII, Contentment; LXXIX, The Lord of Burleigh; LXXX, Break, Break, Break; LXXXI, The "Revenge;" XC, Rugby Chapel; XCIV, Too Late; XCV, Amor Mundi; XCVI, Toujours Amour; XCVII, England; XCVIII, Rococo.

1895. III, The Trial Scene from the "Merchant of Venice;" XX, The Bard; XXXI, To a Highland Girl; XXXII, France, an Ode; XXXIII Complaint and Reproof; XXXV, The Isles of Greece; XLI, The Cloud; XLII, On first Looking into Chapman's Homer; XLIII. On the Grasshopper and the Cricket; L, to Helen; LI, Horatius; LII, The Raven; LVI, To the Evening Wind; LXVII, The Hanging of the Crane; LXIX, "As Ships Becalmed at Eve;" LXXIX, The Lord of Burleigh; LXXX, Break, Break, Break; LXXXI, The "Revenge;" LXXXII, Hervé Riel; CI, The Forsaken Garden; CII, A Ballad to Queen Elizabeth; CV, The Return of the Swallows; CVI; Dawn Angels; CVII, Le Roi est Mort; CVIII, To Winter.

English Prose.—In English composition the examiner will allow a choice of subjects, ome of which must be based on the following, with which the candidate is expected to amiliarize himself by careful reading:—

1891. Scott, Ivanhoe.
1892. Scott, Waverley.
1893. Scott, The Talisman.
1894. Scott, Quentin Durward.
1895. Scott, Kenilworth.

Latin, Cæsar—

1891. Bellum Gallicum, I.
1892. Bellum Gallicum, II.
1893. Bellum Gallicum, III.
1894. Bellum Gallicum, IV.
1895. Bellum Gallicum, V.

French—Authorized French Reader.

German—High School German Reader (Grim, Kinder-und-Haus-Märchen.)

Junior Leaving Examination.

English Poetical Literature—

1891. Longfellow: Hymn to the Night, A Psalm of Life, The Day is Done, Evangeline, Resignation, The Builders, The Ladder of St. Augustine, The Warden of the Cinque Ports, The fiftieth Birthday of Agassiz, The Village Blacksmith, The Arsenal at Springfield, The Bridge, King Robert of Sicily, The Birds of Killingworth, The Bell of Atri, From My Arm-Chair, Auf Wiedersehen.

1892. Tennyson: The May Queen, "You ask me why," "Of old sat Freedom," "Love thou thy Land," Locksley Hall, Ulysses, St. Agnes, Sir Galahad, Enid, The Revenge, In the Children's Hospital.

1893. Wordsworth: (Arnold's Selections): Reverie of Poor Susan, We are Seven, Tintern Abbey, Lucy Gray, The Fountain, Michael, Heart-Leap Well, To the Daisy, To a Highland Girl, Stepping Westward, The Solitary Reaper, At the Grave of Burns, At the Residence of Burns, To the Cuckoo, Fidelity, Peel Castle, French Revolution, Ode to Duty, Intimations of Immortality, The Happy Warrior, Resolution and Independence, Yarrow Visited, To a Skylark, A Poet's Epitaph, and Sonnets 3, 6, 17, 19, 20, 23, 24, 25, 26, 29.

1894. Scott: Lady of the Lake.

1895. Tennyson: Recollections of the Arabian Nights, The Poet, The Lady of Shalott, The Lotus-Eaters, Morte d'Arthur, The Day-Dream, The Brook, The Voyage, The Holy Grail.

English Prose—In English composition the examiner will allow a choice of subjects, some of which must be based on the following, with which the candidate is expected to familiarize himself by careful reading:—

1891. { Scott, Ivanhoe. / Macaulay, Warren Hastings.
1892. { Scott, Waverley. / Ruskin, Sesame and Lilies.
1893. { Scott, The Talisman. / Irving, The Sketch-Book.
1894. { Scott, Quentin Durward. / Black, Goldsmith (English Men of Letters Series.)
1895. { Scott, Kenilworth. / Goldwin Smith, Cowper (English Men of Letters Series.)

Latin—

1891. { Virgil, Æneid, V. / Cæsar, Bellum Gallicum I, II.
1892. { Virgil, Æneid, I. / Cæsar, Bellum Gallicum, I, II.
1893. { Virgil, Æneid, I. / Cæsar, Bellum Gallicum, III, IV.
1894. { Virgil, Æneid, II. / Cæsar, Bellum Gallicum, III, IV.
1895. { Virgil, Æneid, II. / Cæsar, Bellum Gallicum, V, VI.

Greek—

1891. { Xenophon, Anabasis, III. / Homer, Iliad, VI.
1892. { Xenophon, Anabasis, III. / Homer, Iliad, I.
1893. { Xenophon, Anabasis, IV. / Homer, Iliad, I.
1894. { Xenophon, Anabasis, IV. / Homer, Iliad, VI.
1895. { Xenophon, Anabasis, V. / Homer, Iliad, VI.

French—

1891. { Enault, Le Chien du capitaine. / Daudet, La Belle Nivernaise.
1892. { Sardou, La Perle noire (the romance.) / De Maistre, Voyage autour de ma chambre.
1893. { De Peyrebrune, Les Frères Colombe. / Feuillet, La Fée (the comedy.)
1894. { Enault, Le Chien du capitaine. / Daudet, La Belle Nivernaise.
1895. { Sardou, La Perle noire (the romance.) / De Maistre, Voyage autour de ma chambre.

German—

1891. Riehl, Culturgeschichtliche Novellen; Der stumme Ratsherr; Der Dachs auf Lichtmess; Der Leibmedicus.
Schiller, Der Taucher.

1892. Hauff, Das kalte Herz; Khalif Storch.
Schiller, Die Bürgschaft.

1893. Riehl, Culturgeschichtliche Novellen: Der stumme Ratsherr; Der Dachs auf Lichtmess; Der Leibmedicus.
Schiller, Der Taucher.

1894. Hauff, Das kalte Herz; Khalif Storch.
Schiller, Die Bürgschaft.

1895. Riehl, Culturgeschichtliche Novellen: Der stumme Ratsherr; Der Dachs auf Lichtmess; Der Leibmedicus.
Schiller, Der Taucher.

SENIOR LEAVING EXAMINATION.

English Poetical Literature—

1891. Shakespeare, Tempest.
Chaucer, Prologue.

1892. Shakespeare, The Merchant of Venice.
Chaucer, Prologue.

1893. Shakespeare, Macbeth.
Chaucer, Prologue.

1894. Shakespeare, Julias Cæsar.
Chaucer, Prologue.

1885. Shakespeare, Richard II.
Chaucer, Prologue.

Latin—

1891. Horace, Odes I, II.
Cicero, in Catilinam, I, II, III, IV.

1892. Horace, Odes I, II.
Cicero, Pro Lege Manilia.
Pro Archia.
Pro Marcello.

1893. Virgil, Æneid, III, IV.
Cicero, Pro Lege Manilia.
Pro Archia.
Pro Marcello.

1894. Virgil, Æneid, III, IV.
Livy, Book XXI.

1895. Horace, Odes III, IV.
Livy, Book XXI.

Greek—

1891. Homer, Odyssey, VII.
Demosthenes, Pro Phormione Contra Cononem, (Paley & Sandy's Select Private Orations, Part II.)

1892. Homer, Odyssey, VII.
Plato: Laches and Euthyphro.

1893. Homer, Odyssey, IX.
Plato: Laches and Euthyphro.

1894. Homer, Odyssey, IX.
Plato: Apology and Crito.

1895. Homer, Odyssey, XI.
Plato: Apology and Crito.

French—

1891.	Erckmann-Chatrian, Madame Thérèse. Labiche, La Grammaire.
1892.	Souvestre, Un Philosophe sous les toits. Labiche, Le Voyage de Monsieur Perrichon.
1893.	Feuillet, Roman d'un jeune homme pauvre. Labiche, La Poudre aux yeux.
1894.	Erckmann-Chatrian, Madame Thérèse. Labiche, La Grammaire.
1895.	Souvestre, Un Philosophe sous les toits. Labiche, Le Voyage de Monsieur Perrichon.

German—

1891.	Freytag, Die Journalisten. Schiller, Belagerung von Antwerpen.
1892.	Moser, Der Bibliothekar. Schiller, Egmont's Leben und Todd. Auerbach, Auf Wache.
1893.	Freytag, Die Journalisten. Schiller, Belagerung von Antwerpen.
1894.	Moser, Der Bibliothekar. Schiller, Egmont's Leben und Todd. Auerbach, Auf Wache.
1895.	Freytag, Die Journalisten. Schiller, Belagerung von Antwerpen.

Toronto, July, 1890.

Departmental Regulations.

Entrance Examinations to High Schools and Collegiate Institutes.

The Entrance Examinations to High Schools and Collegiate Institutes for 1890 and 1891 will be held on December 22nd, 23rd and 24th, and July 2nd, 3rd and 4th. The following is the limit of studies in the various subjects :—

Reading.—A general knowledge of the elements of vocal expression, with special reference to emphasis, inflexion and pause. The reading, with proper expression, of any selection in the Reader authorized for Fourth Book classes. The pupil should be taught to read *intelligently* as well as *intelligibly.*

Literature.—The pupil should be taught to give for words or phrases, meanings which may be substituted therefor, without impairing the sense of the passage ; to illustrate and show the appropriateness of important words or phrases ; to distinguish between synonyms in common use ; to paraphrase difficult passages so as to show the meaning clearly ; to show the connection of the thoughts in any selected passage ; to explain allusions ; to write explanatory or descriptive notes on proper or other names ; to show that he has studied the lessons thoughtfully, by being able to give an intelligent opinion on any subject treated of therein that comes within the range of his experience or comprehension ; and especially to show that he has entered into the spirit of the passage, by being able to read it with proper expression. He should be required to memorize passages of special beauty from the selections prescribed and to reproduce in his own words the substance of any of these selections, or of any part thereof. He should also obtain some knowledge of the authors from whose works these selections have been made. The Examination in Literature will be on selections from the authorized Fourth Reader.

Orthography and Orthoëpy.—The pronunciation, the syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinctions between words in common use in regard to spelling, pro-

nunciation and meaning. There will be no formal paper in Orthoëpy, but the Examiner in oral reading is instructed to consider the pronunciation of the candidates in awarding their standing.

Geography.—The form and motions of the earth. The chief definitions as contained in the authorized text-book ; divisions of the land and the water; circles on the globe ; political divisions ; natural phenomena. Maps of America, Europe, Asia and Africa. Maps of Canada and Ontario, including the railway systems. The products and commercial relations of Canada.

Grammar.—The sentence : its different forms. Words : their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of the clauses in easy compound and complex sentences. The government, the agreement, and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing of easy sentences. The analysis of simple entences.

Composition.—The nature and the construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises :—Changing the conjugation (or voice) of the verb ; expanding a word or phrase into a clause ; contracting a clause into a word or phrase ; changing from direct to indirect narration, or the converse ; transposition : changing the form of a sentence ; expansion of given heads or hints into a composition ; the contraction of passages : paraphrasing prose. The elements of punctuation. Short narratives or descriptions. Familiar letters.

History.—Outlines of English history ; the outlines of Canadian history generally, with particular attention to the events subsequent to 1841. The municipal institutions of Ontario, and the Federal form of the Dominion Government.

Arithmetic.—Numeration and notation ; the elementary rules ; greatest common measure and least common multiple ; reduction ; the compound rules ; vulgar and decimal ractions ; elementary percentage and interest.

Drawing and Writing.—Drawing-book No. 5 of the Drawing Course for Public Schools. The proper formation of the small and the capital letters. The pupil will be expected to write neatly and legibly. Candidates for examination in Drawing and Writing must place their drawing and copy books in the hands of the presiding Examiner on the morning of the first day of the examination. Every exercise must be certified by the teacher as being the candidate's own work, and the drawing and copy books should show his progress during at least three months. Drawing in any blank exercise book will be accepted so long as it covers the prescribed course, and no discrimination will be made in favour of work contained in the authorized drawing book.

Agriculture and Temperance.—Papers will be set in these as optional bonus subjects. A candidate may choose which of them he will take, but it is not compulsory to take either, and he cannot take both. The examination in agriculture will be based on the first seven chapters of the authorized text book in Agriculture.

Value of Subjects.—Reading, 50 marks ; Drawing, 50 ; Neatness, 35 ; Writing, 50 ; Orthography, 30 ; Literature, 100 ; Arithmetic, 100 ; Grammar, 100 ; Geography, 75 ; Composition, 100 ; History, 75 ; Temperance, 75 ; Agriculture, 75. Of the marks for each of Drawing and Writing, 25 will be assigned to the paper on the subject, and a maximum of 25 may be awarded as the result of the inspection of the candidate's drawing-book or copy-book.

SELECTIONS FOR LITERATURE.

December, 1890.

Fourth Reader.

1. Pictures of Memory ..... pp. 31— 32
2. The Barefoot Boy ..... " 43— 45
3. The Vision of Mirza—First Reading ..... " 63— 66
4. " " Second Reading ..... " 68— 71
5. The Face Against the Pane ..... " 74— 76
6. To Mary in Heaven ..... " 97— 98
7. The Bell of Atri ..... " 111—114
8. Ring out, Wild Bells ..... " 121—122
9. Jacques Cartier ..... " 161—163
10. The Ocean ..... " 247—249
11. The Song of the Shirt ..... " 263—265
12. Edinburgh after Flodden ..... " 277—281
13. Canada and the United States ..... " 289—291
14. The Merchant of Venice—First Reading ..... " 311—316
15. " " Second Reading ..... " 321—330

July, 1891.

Fourth Reader.

1. Pictures of Memory ..... pp. 31— 32
2. The Barefoot Boy ..... " 43— 45
3. The Death of the Flowers ..... " 67— 68
4. The Face against the Pane ..... " 74— 76
5. From the Deserted Village ..... " 80— 83
6. Resignation ..... " 105—106
7. Ring out, Wild Bells ..... " 121—122
8. Lady Clare ..... " 128—130
9. Jacques Cartier ..... " 161—163
10. Robert Burns ..... " 275—277
11. Edinburgh after Flodden ..... " 277—281
12. National Morality ..... " 289—297
13. Shakespeare ..... " 303—305
14. The Merchant of Venice—First Reading ..... " 311—316
15. " " Second Reading ..... " 321—330

SELECTIONS FOR MEMORIZATION.

Fourth Reader.

1. The Bells of Shandon ..... pp. 51— 52
2. To Mary in Heaven ..... " 97— 98
3. Ring out, Wild Bells ..... " 121—122
4. Lady Clare ..... " 128—130
5. Lead, Kindly Light ..... " 145
6. Before Sedan ..... " 199
7. The Three Fishers ..... " 220
8. Riding Together ..... " 231—232
9. The Forsaken Merman ..... " 297—302
10. To a Skylark ..... " 317—320

TIME-TABLE.

First Day.

9.00 to 11.00 A.M. ..... Grammar.
11.15 A.M. to 12.30 P.M. ..... Geography.
2.00 to 3.30 P.M. ..... History.

Second Day.

9.00 to 11.00 A.M	Arithmetic.
11.05 to 12.15 P.M.	Drawing.
1.15 to 3.15 P.M.	Composition.
3.25 to 4.00 P.M.	Dictation.

Third Day.

9.00 to 11.00 A.M	Literature.
11.10 to 11.40 A.M	Writing.
1.30 to 3.00 P.M.	Temperance and Hygiene, or Agriculture.

Reading to be taken on the above days at such hours as may suit the convenience of the Examiners.

After 1890, there will be but one High School Entrance Examination each year, in the month of July.

TORONTO, July, 1890.

APPENDIX C—*PROVINCIAL NORMAL AND MODEL SCHOOLS.*

1.—Toronto Normal School.

1. *Staff of Toronto Normal School, 1890.*

Thomas Kirkland, MA.....Principal.
James Carlyle, M.D.....Mathematical Master.
J. H. McFaul, M.D.....Drawing Master, and in Model School.
S. H. Preston.....Music " " " "
Miss Natalie Gillmayr.....French Teacher.
Sergt. T. Parr.....Drill and Calisthenics.

2. *Students in Toronto Normal School, 1890.*

	Admitted.	
	Male.	Female.
First Session	21	94
Second Session	30	97
Total	51	191

2. Ottawa Normal School.

1. *Staff of Ottawa Normal School, 1890.*

John A. McCabe, LL.D.....Principal.
Wm. Scott, B.A.....Mathematical Master.
T. H. McGuirl, B.A.....Drawing Master, and in Model School.
W. G. Workman.....Music " " " "
J. Guignard.....French Teacher.
E. B. Cope.....Clerk and Accountant, also Drill and Calisthenics Master, and in Model School.

2. *Students in Ottawa Normal School, 1890.*

	Admitted.	
	Male.	Female.
First Session	39	56
Second Session	29	45
Total	68	101

3. Toronto Model School.

1. *Staff of Toronto Model School, 1890.*

Angus McIntosh	Head Master, Boys' Model School.
R. W. Murray	First Assistant, " "
Thos. M. Porter	Second " " "
Miss Ada E. Rose	Third " " "
" Jeannie Wood	Fourth " " "
" Margaret T. Scott	Head Mistress, Girls' Model School.
" May K. Caulfeild	First Assistant. " "
" M. Meehan	Second " " "
" Alice Stuart	Third " " "
" Mattie Rose	Fourth " " "
" Caroline M. Hart	Kindergarten Teacher.
" M. E. Macintyre	Assistant "

2. *Number of Pupils in 1890.*

Boys, 234 ..... Girls, 245	Total, 479
Kindergarten	Total, 63

4. Ottawa Model School

1. *Staff of Ottawa Model School.*

Edwin D. Parlow	Head Master, Boys' Model School.
Thomas Swift	First Assistant " "
R. H. Cowley	Second " " "
Miss C. F. Sutherland	Third " " "
" Adeline Shenick	Head Mistress, Girls' Model School.
" Mary G. Joyce	First Assistant " "
" Margaret A. Mills	Second " " "
" M. E. Butterworth	Third " " "
" Eliza Bolton	Kindergarten Teacher.
" Georgina Lovick	Assistant "

2. *Number of Pupils in 1890.*

Boys, 178 ..... Girls, 165	Total, 343
Kindergarten	Total, 61

APPENDIX D.—*COUNTY MODEL SCHOOLS, 1890.*

I.—Report of J. J. Tilley, Esq., Inspector.

The session just ended, completed the fourteenth year of Model School work. When these schools were established in 1877, two sessions of eight weeks each were held during the second half year.

Early Disadvantages.

As no provision was made for relieving the principal, he was obliged to deliver his lectures to the students in training before and after school-hours. The students, during the day, were distributed among the different departments of the school, and observed, or taught classes, as they were directed by the principal or his assistants. Being thus put in charge of classes from the beginning of the term, before they had acquired any knowledge of methods or management, it was but natural that the students should make many blunders, and seriously interfere with the progress of the pupils, and with the discipline of the school.

Some Schools Closed.

The disturbance caused in this way gave rise to strong objection to Model Schools on the part of many parents and trustees, and this objection, taken in connection with the smallness of the grant, which was only $200 a year, led some Boards of Trustees to close their Model Schools. The majority of the schools, however, were kept open and continued to grow in favor.

Advancement Made.

After a few years, one term of thirteen weeks was substituted for the two terms, and provision was made for allowing the principal to devote half of each day to Model School work. A separate room for the use of the students was also provided, and the yearly income of each school was raised to about $400.

The immediate results of these changes were, that Model Schools were soon reopened in all the counties in which they had been closed, and former objections were very much reduced.

After a short trial of the half-day system, the principal was relieved from all class teaching by an assistant who taught the senior division during the term, which had been lengthened to fifteen weeks These were decided steps in advance, which could be taken only when public confidence in the usefulness of Model Schools had become well established. That the training furnished by these schools is much better than in former years, may justly be claimed, but that there is still room for much improvement must also be admitted.

What the Training should Furnish.

Before speaking of defects in the system of training, or suggesting improvements, it is necessary to consider (1) what a teacher needs to know to fit him for his work, and (2) what time will be required to enable him to acquire this knowledge. To be properly equipped for his work, the teacher should be familiar with :

(*a*) The nature and end of education.

(*b*) The nature of the being to be educated.

(*c*) The studies used as a means of education.

(*d*) The methods of causing these studies to act on the nature of the child in such a way as to accomplish the end of education.

(*e*) The practice of eminent teachers as recorded in the history of education.

(*f*) Practical teaching in the school-room, under skilled supervision.

(*a*) The end desired determines the method of procedure. Herbert Spencer says, the end of education is "complete living." John Stuart Mill says it is "the perfection of our nature." These statements include the work of other agencies, besides those of the school. But for the school it may safely be affirmed that the end is ethical as well as intellectual, that it is "good action under a sense of duty based on right judgment."

At least two views are held respecting the nature of education, one lays emphasis on the development of mind, the other on the contents of mind. The one aims at training, the other at storing; the one is concerned with the pedagogy of mind, the other with the pedagogy of subjects ; the one prepares for examination, the other trains for life. Both are important. Neither should be neglected. The mental power obtained in acquiring knowledge is, however, of more value than the knowledge itself. Much of the latter will soon disappear, the former will remain. Habits which are formed from paily acts, soon develop into character, and character determines destiny. A sound theory of education will combine these views and so arrange the subject matter of lessons, and so direct the pupil's efforts in mastering it, as to further mental development.

(*b*) We demand above all else, of a physician, that he shall have a thorough knowledge of the structure and functions of the different organs of the human body, and in the same way we should demand of the teacher, accurate knowledge of the nature of those he undertakes to educate.

The science of education can be deduced only from the general laws of human nature, and the use of correct methods in the art of education necessarily implies a knowledge of these laws on the part of the educator.

To a general acquaintance with the anatomy, physiology and hygiene of the human system, the teacher needs to add a knowledge of how health is affected by the seating, heating, lighting and ventilation of the school-room; how digestion affects and is affected by study ; how strong emotion and active, intellectual effort mutually affect each other; how physiological laws condition memory ; in short, the relation between physical conditions and mental action. He who would properly train the mind must first *know* the mind—must understand its three-fold functions—knowing, feeling, willing.

He must understand how the intellect, the knowing power, perceives, remembers, imagines, reasons; how the feelings, the soliciters and prompters of actions may be aroused, directed, cultivated, controlled; how the will, the executive power, impelled by motives, makes choices which develop into purposes, and manifest themselves in acts—these "good acts," which are the end of education.

(*c*) Subjects for study are valuable for knowledge and for culture. The nature of the subject determines whether it is mainly valuable for the one purpose or for the other. The method of teaching it determines its disciplinary value. Studies may also be classified according to the mental activities which they severally cultivate in an especial degree. Thus botany, in the main, cultivates perception; geography, imagination; arithmetic, reason; literature, the feelings. To a sound, academic knowledge of the subject, the teacher should add this professional knowledge, and be able to see clearly the relation between the subjects to be taught, and the faculties to be cultivated.

(*d*) It is not sufficient to know how the mind develops, or to understand the educational values of each subject. The teacher must also know how to present each subject to the mind of the learner, in such a way as to train, as well as to store it. This is the problem of method. It involves consideration of the stage of development which the child's mind has reached when the subject is taught; of the relation of the part of the subject about to be taught, to that part which has already been taught, and of the relation of the subject, as a whole, to other subjects which have been, or are now being taught. Without this knowledge on the part of the teacher, the fundamental principle of the association of ideas will be lost sight of, and there will be neither unity nor connection in the teaching.

(*e*) The lives, the theories, and the practices of great educators, as set forth in the history of education, will serve to stimulate the teachor to nobler aims and higher efforts, will serve to warn him against error, and guide him towards those permanent truths which time and experience have demonstrated to be essential to all schemes of true education.

(*f*) To this instruction in principles and history, the teacher must join, under skilful supervision, sufficient practice to make his theory more completely understood through attempts to apply it. His attention will be directed to his failures sufficiently often to make him self-critical. When this stage is reached, he is ready to take charge of a school.

No training school can fully supply all the conditions under which the teacher will afterwards work. Power to govern, and tact in dealing with parents and trustees can be thoroughly tested only when the teacher has independent control in his own school.

There has now been briefly set forth what a teacher ought to know if he is to achieve the highest success. Without such preparation he strives, through the use of subjects, of whose educational value he is ignorant, to train faculties of which he knows little or nothing, by methods, about the laws of which he knows even less, for a purpose vaguely defined, if at all; and this, too, without that information that might save him from errors, and enable him to profit by the success of his predecessors.

Suggestions for Improvement.

It must be self-evident to everyone who knows anything about teaching that the work which has been outlined above cannot possibly be overtaken in fourteen weeks, the time allowed for training in Model Schools. Scarcely any time can be given to mental science or to the investigation of the principles of education on which all sound teaching must be based. The "hurrying" process which marked the course of many of the students in preparing for their non-professional examination is repeated in Model Schools. A few general principles are laid down, it is true, but these are not mastered by the students. The work consists mainly of the imitation of methods as practised by the principal and assistants. Rules for teaching are given, which the students take on faith, and then they go out to their schools with their note books filled with these ready made rules. Time has not been allowed for the investigation of mental processes or of

pedagogical principles ; hence no rational foundation has been laid, and imitation must be practised throughout the course. The highest point of excellence in any training is reached when an earnest enthusiasm and a spirit of growth are developed in those who are trained. Growth can proceed only from a sound foundation which must include the investigation and the understanding of fundamental truths and principles and the development of individuality.

The imitation of methods, repeated again and again, produces stagnation instead of growth, and the teacher constantly narrows as day by day he goes along the same lines and strives, as it were, to adapt the pupil to the teaching rather than the teaching to the pupil.

Teachers trained in this way will not be efficient educators. The defects in their own training will be repeated when they come to train others.

This is no reflection on those who have charge of the schools. They fully understand the correctness of what is here stated and are I believe *unanimous* in affirming that the time allowed is quite too short for the proper training of young teachers before they should be allowed to take charge of schools.

This opinion, coming from those who are actively engaged in the work, is entitled to serious consideration, especially when the teachers of the province at their annual convention, have twice, by resolution, expressed the same view. I need not say that I concur in this, and feel sure that the cause of education would be very much advanced if the length of the Model School term were materially increased, and the training course broadened. Moreover, the fact that the number of third class teachers in the Province is 3,920, or nearly 53 per cent. of the whole number of teachers employed, adds force to the contention that our young teachers should be more thoroughly trained.

Principals of Model Schools.

Most of the vacancies that have occurred in Model Schools during the last three or four years have been filled by teachers who have but recently obtained their first class certificates. All the professional training required is that they shall have attended a Normal School one term and have passed a written examination on two or three authors. This is but a limited preparation for what should be done in a Model School. All hereafter appointed should not only have attended a Normal School, but should also have attended the course of lectures now given in connection with the Training Institutes.

Some provision should also be made for the exercise of greater care in selecting principals for Model Schools. Boards of trustees are naturally more concerned about the revenue derived from a Model School than they are about the training of the students in whom they have no immediate interest. In selecting a principal, the interests of the public school are primary, while the interests of the Model School are but secondary.

As an evidence of this, two vacancies occurred at the end of the year ; efficient teachers with considerable experience in Model School work applied for the positions, but in both cases their applications were passed over and young men with no experience whatever in the training of teachers were appointed. It is unnecessary to say that a considerable reduction in salary was made in each case. In a few schools also during the past two or three years, as shown in the accompanying table of statistics, teachers have been employed who do not possess the prescribed legal qualifications. This could not be avoided in Minden and Parry Sound without closing the schools.

The Public School Inspector or the County Board of Examiners might have some voice in the appointment of Model School principals.

Number of Model Schools.

The number of Model Schools (58) is quite too large and should be reduced. With so many schools it must necessarily follow that the training will often be inferior. When Model Schools were first established it was perhaps necessary that the number should be considerable, in order that the attendance in each school might not be too large. During the past year the attendance in each of 27 schools was 20 or under, in 11 schools it was 15 or under, and in 4 schools it was 10 or under. The average number in attendance was 22. Experience has shown that 30 students can be trained in a school with 8 or 10 divisions, and if the term were lengthened 40 would not be too large a number. With this distribution 30 or 35 schools could easily furnish all the accommodation required. Every Model School should contain not less than 8 or 10 departments.

There are at present 5 schools with only 5 departments, 10 with 4, 3 with 3 and 1 with 2. Thus we have 19 schools, or one-third of the whole number with 5 departments or less. Such schools cannot furnish to the students the necesary practice in teaching without interfering too much with the regular work of the school.

Support of Model Schools.

If the Public Schools are to go forward and keep pace with the advancement that is being made in other departments of education throughout the province, improvement must begin with the teachers provided for these schools. And as all teachers for Public Schools must first come from County Model Schools, it follows that all necessary aid should be given to make these schools thoroughly efficient. The teacher makes the school, and the training, to a great extent, makes the teacher. If the young student in his preparatory training, gets sound ideas of the true work of the educator, if he makes the growth and development of mind a subject of careful study, if he conducts his educative processes so that they shall be in accordance with the laws of nature, and if in addition he catches a spirit of zeal and enthusiasm from a teacher thoroughly imbued with the same spirit, then, and then only, may we expect him to produce satisfactory results in the schoolroom.

The work to be done in County Model Schools is worthy of the best talent in the teaching profession, and the salaries paid should be sufficient to secure and to retain such talent. In but two schools is the salary over $1,000, in eight schools it is $1,000, and in 12 schools, or one-fifth of the whole number, it is $700 or less. The average salary is $813. It certainly should not be less than $1,000 in any properly equipped Model School.

If the term be lengthened, as is here proposed, the principal must be relieved from all class teaching. He will, however, have sufficient time at his disposal to enable him to take charge of all promotion examinations, to have the oversight of all the departments, and in short to be principal in *reality*, as well as in name. If this were done better classification and a greater degree of uniformity in methods which the students must observe, would be secured.

The engaging of a substitute each alternate half-year, to teach the senior division would also be avoided. This, at present, is often a fruitful source of loss to pupils and of irritation to parents and trustees.

The services which the principal could render in the general supervision of the school, would probably be considered by Boards of Trustees as somewhat more than an equivalent for the expense incurred, in providing and furnishing a separate room for Model School purposes, but the greater part of the salary of the principal must be provided for by government and municipal grants, and by fees. If this provision be

not made it will be useless to think of lengthening the term. If the grants and fees now divided among so many schools were given to the number here suggested, a few thousand dollars additional would furnish all that would be required.

Certificates.

As an equivalent for the additional expense incurred by the students, their certificates might, very properly, be given for five years instead of for three years as at present. The tendency of such a change would be to retain teachers longer in the profession and thus reduce the number of changes which so seriously affect the progress of rural schools.

Teachers who have passed the "High School Senior or Junior Leaving Examination," might receive certificates valid throughout the Province, but the certificates of those who have passed only the "Primary Examination," should be limited to the county or district in which they are issued. Authority should be given to Public School Inspectors to make these certificates valid in their several counties or Inspectoral divisions as they may think necessary.

Objections.

It may be claimed that by carrying out what is here proposed, we shall demand too much from teachers at the outset—that it would be better to leave the entrance to the profession comparatively easy and increase the tests more rapidly as teachers seek to pass from one grade to another. The result of such a course as this is patent to every one familiar with the working of our school system. It brings into the profession every year hundreds who intend to teach but a short time, it fills the schools with the lowest grade of certificated teachers, brings these into unnecessary competition with teachers of experience, keeps salaries down so low that many of the most promising teachers are constantly being forced to retire, and seek other means of living, and causes so many changes of teachers that the aggregate number of changes is as if at the end of every seven years, all the Public School teachers in the Province were to retire in a body from the profession.

It may also be claimed that the supply will be so reduced, that schools in the poorer portions of the Province will be unable to obtain teachers.

The same objection was raised, when Model Schools were first established, yet the services which they have rendered to the country, and the necessity for their continuance are now admitted by every one. The right thing is the expedient thing in the end. If the supply were reduced it would be better for the teachers, and what is better for the teachers is better for the schools. Their interests are mutual.

Even if a few schools should for a time, experience some difficulty in securing teachers, that should not stand in the way of needed progress. Let special provision be made for the few, but let the many advance. If we were to wait until *every* section is ready to advance, we might as well quietly fold our hands and see moss grow over all the springs of life and progress.

Some may entertain fears that the lengthening of the term, will unduly interfere with the regular work of the school. In reply, I have to say that during the first half of the term the training should be given almost entirely in the separate room, and that before the students *begin* to teach in the different departments, they should be nearly as well prepared to teach, as they now are at the *end* of the term.

Plantagenet Model School.

This school was established for the purpose of teaching English to the French teachers, and of affording them both academic and professional training. It was opened in January, 1890, and has continued in session throughout the year. Instruction in all branches taught in public schools, is given entirely in English, and the French language is used only when necessary to give the explanation of any word or phrase not understood by the students. The final examination is conducted wholly in English with the exception of an examination in French reading and grammar. Thirty-two students attended the first term, of whom nineteen passed for District Certificates, and one obtained a full Third Class Certificate. Thirty-three attended the second term, and eight of these attended the whole year. The second examination was held subsequently to my visit. The average age of the students was $18\frac{1}{2}$ years for the first term, and $18\frac{3}{4}$ for the second. This school which so far, has more than fulfilled the expectations of its friends, is doing excellent work, is well received, and is liberally supported by the people. It is not unlikely that a second teacher will soon be required Mr. Chenay, the principal, seems to be especially well qualified for his position.

2.—Statistics of County

NAME OF SCHOOL.	No. of Students on Roll.	Males.	Females.	Average Age of Males.	Average Age of Females.	No. of Students having 1st Cl. Non-Pro. Certs.	No. of Students having 2nd Cl. Non-Pro. Certs.	No. of Students having 3rd Cl. Non-Pro. Certs.	No. of Students admitted for District Certs.	No. that withdrew during the term.	No. that passed final Examination.	Males.	Females.	No. that failed.	Was Vocal Music taught?	Was Drill taught?	No. of Lectures on Education.
				Yrs.	Yrs.												
1 Athens.....	26	12	14	18½	17 11-14	1	11	12	2	....	24	13	11	2	yes	yes	101
2 Barrie	23	13	10	20	19	....	3	20		....	23	13	10	..	"	"	50
3 Beamsville ..	11	3	8	21	19	....	2	9	....	....	10	3	7	1	"	"	15
4 Berlin.....	14	7	7	19	17 6-7	....	5	9	....	2	10	5	5	2	"	"	70
5 Bracebridge .	16	2	14	.....	.....	....	....	2	14	....	16	2	14	..	no	"	....
6 Bradford ...	25	14	11	19⅓	18	....	2	16	7	....	25	14	11	..	yes	"	83
7 Brantford ...	19	10	9	19 3-5	18 4-9	1	13	5	....	....	19	10	9	..	"	no	59
8 Brampton ...	13	5	8	18 2-5	18.	....	7	6	....	....	13	5	8	..	"	yes	52
9 Caledonia ...	20	9	11	18⅔	18 2-11	....	6	14	....	1	19	8	11	..	"	"	100
10 Chatham	42	16	26	19	18	2	25	15	....	1	32	14	18	9	"	"	65
11 Clinton	29	12	17	19 11-12	18 13-17	1	12	16	....	....	29	12	17	..	"	"	100
12 Cobourg.....	33	20	13	19	18½	....	11	22	....	....	33	20	13	..	"	"	60
13 Cornwall	14	4	10	19	18	....	4	10	....	....	14	4	10	..	"	"	40
14 Durham.....	17	8	9	19	18	....	3	14	....	....	16	7	9	1	"	"	60
15 Elora	25	13	12	19¼	18¾	1	15	9	....	1	24	13	11	..	"	"	63
16 Forest	17	12	5	18¾	18	....	4	13	....	....	17	12	5	..	"	"	50
17 Galt	10	4	6	19¼	19⅙	2	3	5	....	....	8	2	6	2	"	"	36
18 Gananoque ..	8	2	6	21	18	1	1	6	....	....	8	2	6	..	"	"	75
19 Goderich	33	18	15	19 1-18	18 1-5	....	13	20	....	....	33	18	15	..	"	"	75
20 Hamilton ...	33	6	27	20	18	2	21	10	....	1	29	5	24	3	"	"	100
21 Ingersoll	19	7	12	18	17	....	4	15	....	....	15	6	9	4	"	"	48
22 Kincardine ..	18	10	8	18½	18⅔	....	6	12	....	....	18	10	8	..	"	"	42
23 Kingston....	42	10	32	18 2-5	17½	2	4	9	27	1	41	10	31	..	"	"	60
24 London	19	5	14	19	18	5	9	5	....	....	18	5	13	1	"	"	100
25 Lindsay	42	14	28	.....	.....	....	12	30	....	1	40	12	28	1	"	"	100
26 Madoc	27	6	21	19	18	....	3	11	13	....	27	6	21	..	"	"	42
27 Meaford	20	7	13	19	19	....	....	3	17	....	18	5	13	2	"	"	60
28 Minden	10	....	10	.....	18	....	....	..	10	....	10	....	10	..	"	"	20
29 Milton	17	6	11	19	18	....	4	13	....	....	17	6	11	..	"	"	125
30 Mitchell	21	5	16	19	18¾	....	8	13	....	....	20	5	15	1	"	"	44
31 Mount Forest	32	16	16	18¾	18½	....	7	25	....	....	32	16	16	..	"	"	30
32 Morrisburg ..	21	14	7	19	18	2	4	14	1	....	21	14	7	..	"	"	55
33 Napanee	20	7	13	18 2-5	18	....	2	17	1	1	19	7	12	..	"	"	30
34 Newmarket .	23	13	10	19	18 7-10	....	8	15	....	....	23	13	10	..	"	"	62
35 Norwood	26	10	16	19	18	1	6	16	3	1	25	9	16	..	no	"	70
36 Orangeville..	21	12	9	18½	19	....	3	18	....	...	21	12	9	..	yes	"	104
37 Owen Sound.	23	6	17	18	17	....	6	17	....	....	21	5	16	2	"	"	49
38 Parry Sound.	7	1	6	20	19	....	....	....	7	....	7	1	6	..	"	no	20
39 Perth	35	5	30	20	18	....	13	19	3	1	34	5	29	..	"	yes	54
40 Picton	22	8	14	18¼	18	....	6	16	....	....	22	8	14	..	"	"	75
41 Port Hope...	20	8	12	18	19	....	10	10	....	....	20	8	12	..	"	"	58
42 Port Perry ..	23	16	7	19	17	2	5	16	....	....	23	16	7	..	"	"	75
43 Prescott.....	20	10	10	18 7-10	18	....	5	14	1	1	19	10	9	..	"	"	48
44 Renfrew	24	9	15	19	17 2-5	....	....	6	18	1	23	9	14	..	"	"	120
45 Richmond ..	26	10	16	20	18¼	....	5	18	3	....	26	10	16	..	"	"	150
46 St. Thomas..	32	13	19	19	18	1	20	11	....	1	31	12	19	..	"	"	70
47 Sarnia	18	2	16	20	19¼	....	6	12	....	....	18	2	16	..	"	"	50
48 Simcoe	26	15	11	18¼	18	1	10	15	....	....	26	15	11	..	"	"	60
49 Stratford....	31	15	16	18⅔	17	5	18	8	....	....	23	10	13	8	"	"	100
50 Strathroy ...	28	13	15	18½	19⅓	....	12	16	....	....	23	9	14	5	"	"	80
51 Toronto	14	1	13	19	18	....	12	2	....	....	14	1	13	..	"	"	80
52 Vankleekhill.	15	3	12	18	18½	....	1	7	7	1	13	3	10	1	"	"	50
53 Walkerton ..	32	17	15	18¾	18	....	8	24	....	....	32	17	15	..	"	"	44
54 Welland	17	3	14	18	18 9-14	....	7	10	....	....	17	3	14	..	no	"	70
55 West Toronto	24	12	12	19	18	....	10	14	....	....	23	11	12	1	yes	"	60
56 Whitby	14	6	8	19	19	....	3	11	....	....	14	3	11	..	"	"	66
57 Windsor	16	3	13	20	18	1	8	7	....	....	13	1	12	3	"	"	91
58 Woodstock ..	20	10	10	20	18	....	9	11	....	1	19	9	10	..	"	"	80
Total	1293	518	775	18 11-12	18 1-5	31	415	713	134	16	1228	486	742	49	....	....	....

MODEL SCHOOLS.

	No. of Lectures on School Law.	No. of Lectures on Temperance and Hygiene.	No. of Lessons taught by each Student.	No. of Departments used.	Time given daily by Principal to M. S. work.	Had the Principal an Assistant	Amount received from Municipal Grant	Amount received from Fees.	Salary of Principal.	Allowance to Assistant for M. S. work.	Is separate room provided?	Is this room in School building?	No. of Assistants with required Certs.	No. of Students under age (males 18, females 17).	NAME OF PRINCIPAL.	Certificate of Principal.
							$	$	$	$						
1	6	38	21	3	all day	yes	150	130	700	80	yes	yes	3	none	G. Sharman	I.B.
2	10	15	13	14	"	"	150	135	1000	150	"	"	14	"	J. M. Moran	I.A.
3	6	5	30	4	"	"	150	55	700	125	"	"	4	"	A. E. Caverhill..	I.C.
4	6	10	40	10	"	"	150	70	1000	266	"	"	8	2	J. Suddaby... ..	I.C.
5	...	...	15	6	"	"	....	80	.....	.....	"	no	2	.....	W. W. Knight ..	I.B
6	18	30	35	4	"	"	150	125	725	100	"	yes	4	.....	A. Orton	I.C.
7	18	30	31	14	4½ hrs.	"	150	95	1275	....	"	"	14	. ...	W. Wilkinson ...	M.A.
8	10	26	35	7	all day	"	150	65	800	130	"	"	7	.....	W. Jessop.....	II.
9	15	35	33	4	.....	"	150	100	700	125	"	"	4	.... .	E. J. Rowlands..	I.A.
10	39	43	30	12	4 hrs.	"	150	....	850	200	"	no	6	.....	G. Kirk	I.A.
11	15	20	27	8	all day	"	150	145	750	120	"	yes	6	2	W. R. Lough....	I.C.
12	12	30	36	10	"	"	150	165	800	150	"	"	5	4	A. Barber	I.C.
13	10	25	35	7	"	"	150	70	850	160	"	"	5	1	J. Ritchie	I.A.
14	30	50	30	5	"	"	150	85	650	125	"	"	4	3	T. Allan.....	I.B.
15	30	63	30	4	"	"	150	125	650	140	"	"	4	1	A. Petrie..... ..	I.C.
16	12	12	30	6	"	"	150	85	650	140	"	no	6	.....	A. Wherry	I.C.
17	8	20	32	7	½ day	"	150	50	1000	130	"	yes	6	1	R. Alexander....	I.B.
18	12	30	25	5	all day	"	150	40	800	150	"	"	6	1	J. C. Linklater ..	I.C.
19	30	30	26	10	"	"	150	165	850	150	"	"	8	.....	R. Park	I.A.
20	20	20	25	10	"	"	150	165	1000	....	"	"	10	.....	G. W. Johnston .	I.
21	6	8	30	11	"	"	150	95	900	120	"	"	8	.....	H. F. McDiarmid	I.A.
22	6	12	37	7	"	"	150	90	850	130	"	"	4	.....	F. C. Powell.....	I.B.
23	10	20	20	12	"	"	150	210	1000	200	"	"	12	11	R. K. Row	I.B.
24	10	12	40	4	"	"	150	95	1045	50	"	"	4	1	W. J. Carson....	I.A.
25	12	20	20	15	"	"	150	210	900	....	"	"	15	.....	G. E. Broderick .	I.A.
26	20	23	23	4	3½ hrs.	"	250	135	700	....	"	"	4	.....	D. Marshall	I.B.
27	10	20	25	6	all day	"	150	100	750	150	"	"	4	2	H. H. Burgess...	I.A.
28	6	10	30	2	"	"	150	50	450	75	"	"	2	4	C. S. Eggleton...	II.A.
29	25	50	33	6	"	"	200	85	750	130	"	"	4	1	H. Gray.....	I.C.
30	17	21	40	7	"	"	150	105	825	130	"	"	6	3	S. Nethercott....	I.B.
31	9	9	21	8	3 hrs.	"	150	160	700	160	"	"	6	3	S. B. Westervelt	I. Co. Bd. & II.Pro.
32	20	30	35	7	all day	"	150	85	600	150	"	"	4	.....	A. C. Smith. ...	I.A.
33	4	10	30	4	"	"	150	90	800	280	"	"	3	4	J. Bowerman....	II.
34	20	20	40	5	"	"	175	115	800	150	"	"	5	1	W. Rannie	I.C.
35	20	30	26	4	"	"	150	130	700	140	"	no	4	2	A. Hutchison....	I.C.
36	26	39	40	10	"	"	150	105	700	160	"	yes	7	3	M. Armstrong...	I.C.
37	20	25	30	9	"	"	150	115	900	....	"	"	6	3	T. Frazer.....	I.
38	20	5	57	4	"	"	....	....	550	125	"	no	4	.....	J. Palmer	II.
39	10	13	28	9	"	"	150	35	850	125	"	yes	9	2	M. M. Jaques ...	I.C.
40	6	40	25	8	"	"	150	110	850	140	"	"	8	5	R. F. Greenlees..	I.A.
41	15	28	27	12	"	"	150	100	1000	....	"	"	12	2	F. Wood	I.C.
42	25	30	30	5	"	"	150	115	800	100	"	"	3	5	A. M. Rae	I.C.
43	10	39	32	6	"	"	150	100	1000	150	"	"	6	.. ...	C. Macpherson ..	I.B.
44	20	36	25	6	"	"	150	120	775	130	"	"	3	5	T. C. Smith	I.
45	33	45	20	3	"	"	150	....	575	100	"	"	3	.....	W. J. Simpson.	I. non-profl
46	10	14	30	8	"	"	150	....	900	125	"	"	8	.....	N. M. Campbell .	I.C.
47	15	48	43	9	"	"	200	90	850	100	"	"	8	.....	A. Wark.....	I.B.
48	40	50	25	7	"	"	150	130	800	160	"	"	7	1	J. Rowat.....	I.A.
49	20	40	37	16	"	"	150	155	1000	....	"	"	16	4	J. R. Stuart.....	I.A.
50	10	30	35	10	"	"	150	140	850	200	"	"	9	.....	T. Dunsmoor....	I.C.
51	22	22	32	32	"	"	150	....	....	....	"	"	32	.....	L. J. Clarke.....	I.C.
52	10	30	30	3	"	"	150	75	625	125	"	"	3	1	A. E. Moore	I.C.
53	10	26	30	8	"	"	150	160	825	130	"	"	3	.....	W. R. Telford...	I.B.
54	25	27	40	5	"	"	150	85	800	140	"	no	5	.....	S. Woodworth...	I.C.
55	27	41	30	8	"	"	150	120	750	150	"	yes	7	.....	W. Wilson.....	I.C. non-profl
56	32	43	33	4	"	"	150	70	900	140	"	"	3	.....	J. Brown.....	I.B.
57	43	33	24	12	"	"	150	80	800	....	"	"	10	1	J. Duncan	I.
58	10	18	40	20	"	"	150	100	900	150	"	"	17	.....	J. W. Garvin....	B.A.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	79		

APPENDIX E.—*TEACHERS' INSTITUTES, 1889-90.*

I.—Ontario Teachers' Association, 1890.

Extracts from the Proceedings of Convention, held on the 12th, 13th, 14th and 15th August, 1890.

The Convention met on Tuesday, August 12th, 1890, at 2.40 p.m. The 1st Vice-President, Mr. M. J. Johnston, in the chair.

Resolutions adopted by the Association.

Resolved—That while this Association approves generally of the changes made by the Senate of Toronto University in the curriculum relating to English, it expresses the hope that the greatest care will be exercised in the selection of examiners in that subject so as to have the spirit of the regulations carried out.

Resolved—That the examination of Candidates for Second and Third Class Certificates is of very great interest to all classes of educators in Ontario; and whereas the sub-examiners have so largely to do with the fair and satisfactory examination of such candidates, therefore the Ontario Teachers' Association recommends:—

a. That the sub-examiners should be chosen equitably from the Public School Inspectors, the Public School Teachers, and the High School Teachers of Ontario.

b. That, as regards Public School Teachers, the qualification of eligibility for sub-examiners be the holding of a First Class Provincial Certificate.

c. That no person should be a sub-examiner who is not actively connected with the profession of teaching.

d. That for the Entrance Examination there should be a Board of Examiners for each county or group of counties; said Board to consist of Inspectors, High and Public School Teachers, there being at least as many Public as High School Teachers on the Examining Boards.

e. That no person should be appointed Presiding Examiner who is not actually engaged in the Profession as Teacher or Inspector.

Resolved—That this Association hereby renews its cordial invitation to the National Teachers' Association of the United States of America to hold its Annual Convention for 1891 in the City of Toronto.

Resolved—That this Association hereby invites the Kindergartners of Ontario to become an organic part of said Association, either as a separate section or as a sub-section of the Public School Section.

Resolved—That, in the opinion of this Association, the Prose and Poetry prescribed for Third Class Candidates should be the same as those prescribed for Second Class and Junior Matriculation Candidates; that the examination papers for both classes of candidates should be set by the same examiners, and that, in the preparation of questions, due respect should be paid by the examiners to the necessity for the gradation of the papers in the matter of difficulty.

Resolved—That, in the opinion of this Association, no text book should be authorized before it has been published, been in the market for a reasonable time, and until this Association has had an opportunity of expressing its opinion thereon.

The *Committee on Professional Training of Teachers* reported as follows:—

Deficiencies which need to be remedied in the training of teachers:—

a. Their training secures them little or no experience in the work of ungraded schools.

b. That in the Model Schools as at present constituted, the students have insufficient opportunity to learn and practise actual governing and classifying.

c. The non-professional training is not now given as a rule, with a view to qualifying for professional work.

d. The age now required for teachers entering the profession does not guarantee sufficient maturity for its responsibilities.

e. The low percentage now required to pass in the non-professional examination does not protect against immaturity of judgment and character any more than against imperfect knowledge.

f. Different standards in the professional examination in different counties interfere seriously with the general efficiency of teachers.

g. The work of Normal Schools is not now sufficiently confined to professional training, and especially to practice in teaching.

h. The training of High School Assistants is not now extended over sufficient time to admit of adequate drill in the theory and practice of teaching.

Remedies suggested :—

1. That the Model School term be increased to one year.

2. The age before admission to the Model Schools should be, of females, 18 years, and of males, 19 years.

3. That the Third Class Certificates granted in any county should be valid in that county only, unless endorsed by the Public School Inspector of another county for some school in his county.

4. That during the Normal School course the students be given more practice in actual teaching.

5. Until lectures on Pedagogics, accompanied with practical work, are delivered in University College, the professional training of High School Assistants, should be extended over at least a year.

6. Only teachers of thorough professional training and lengthened experience should be employed in Model Schools.

7. If arrangements could be made by which the Normal School Masters should conduct Institutes and Conventions throughout the Province, much would be accomplished towards bringing the whole educational system into harmonious working, by placing most recent normal methods before the profession.

8. That Third Class Certificates shall be valid for five years.

Resolved—That the schools of each municipality be placed under the control of a Municipal Board of Trustees.

The *Committee on Agriculture in Public Schools* begs to report :—That the time having come when the subject of Agriculture should occupy the place on our school programme which its importance demands, we recommend that it be given equal prominence with other subjects on the curriculum at the examinations ; and also that a Committee be appointed to lay Mr. Bryant's paper before the Ministers of Education and Agriculture, with a request to have it published in pamphlet form, and sent to the schools and Farmers' Institutes for distribution, and that the pupils' school work in other subjects be proportionately lessened.

The report of the *Committee on the Constitution of County Boards of Examiners* showed that out of 134 examiners, in 1889, there were 64 Public School Inspectors, 13 Public School Teachers, 1 Provincial Model School Master, 25 High School Head Masters, 1 Normal School Teacher, 4 without any business being given, 3 County Judges, 2 Farmers, 9 Clergymen, 1 Insurance Agent, 1 College Professor, 6 Barristers, 1 Postmaster, 1 Registrar, 2 Physicians ; making 29 in all not connected with teaching or inspecting.

Resolved—That the members of this Association in Convention assembled desire to avail themselves of this their earliest opportunity to place on record their sense of the great loss sustained during the past year by the Association and the teaching profession through the death of D. C. McHenry, M.A., Principal of the Cobourg Collegiate Institute, and of J. S. Carson, Esq., Inspector of Public Schools in the Western Division of the County of Middlesex, both of whom have for many years been active members of this Association, and have for a still longer period filled useful, arduous and honorable positions in connection with the work of public education. That a suitable biographical notice of each of these veteran workers in the educational field be prepared for insertion in the printed minutes of this Convention; and that copies of this resolution be sent to the families of deceased.

Resolved—1. That two papers should be set in the Junior Leaving Examination in History and Geography, one in Ancient and one in Modern.

2. That all Candidates should take Botany and Experimental Physics, and that all options should be abolished.

Resolved—That this Association hereby expresses its sympathy with the Quebec Teachers' Association in its desire to have a common text book on Canadian History, and states that it will co-operate with the Quebec Teachers' Association in bringing about this desirable result.

Public School Section.

Resolved—That in the opinion of this meeting technical grammar should be removed from the school curriculum, except so far as it may be taught incidentally in a thorough course of practical language training.

High School Section.

The *Committee appointed to consider how the efficiency of the High School Section might be increased*, brought in the following report:—

1. That in the future meetings of this section, less attention should be given to School Laws and Regulations, and more attention to purely educational work.

2. That this Section hold a Special Session during the Christmas holidays, and authorize the Secretary to correspond with the Secretary of the Association of Specialists, with a view to holding the meetings at the same time and place.

3. That this Section expresses the sincere hope that steps will be taken to maintain a close connection with, and keep the sympathy and co-operation of the General Association.

4. That this Section recommends that the meetings of High School Teachers should be held at Easter, if the School Laws can be changed to give the necessary time, and if not that they be held at Christmas.

Inspectors' Section.

The *Committee on the "Higher Education of Farmers,"* reported as follows:—

That in the opinion of the Public School Inspectors in convention assembled, it is desirable that provision be made in our Public Schools' Act for the establishment of a system of advanced Public Schools, more especially devoted to the interests of Agricultural Education; that the Honorable the Minister of Education be requested to have the Public Schools' Act amended in this direction, utilizing as far as possible the present Public Schools of the Province for this purpose, and that a special grant from the Legislature and the County and the Township Municipalities be made, to aid the Trustees in establishing these schools.

The report of the *Committee on Dr. Carson* is as follows:—

The Public School Inspectors' Section of the Ontario Teachers' Association begs to record its sense of the loss it has sustained in the death of Mr. Joseph S. Carson, late Public School Inspector for West Middlesex.

In his intercourse with his fellow Inspectors, Mr. Carson was uniformly courteous and gentlemanly. His ample experience enabled him to discuss educational subjects with freedom and sound judgment, and his opinion was always highly valued.

The Inspectors unanimously express their heartfelt sympathy with his widow and children, and request that a copy of this resolution be sent to Mrs. Carson by their Secretary.

Resolved—That in case the operation of the Clause, Section 129, Sub-Section 2 of the Public Schools Act, shall result in preventing the providing of adequate school accommodation, it shall be competent for the Inspector or any five ratepayers to appeal to the County Council, who shall appoint a committee as provided in Section 82 of the Act to determine the matter, whose decision shall be final.

The report of the *Committee on Compulsory Education* is as follows:—

1. That we regard Compulsory Education as the logical complement of our Free School System.

2. Realizing that the present compulsory clauses are inoperative in rural sections, we request the Minister of Education to make such amendments as will remove much of the responsibility of enforcement from the local authorities in each section.

3. We would suggest that assessors be required to furnish the names of all children between the ages of seven and thirteen in each section, as per schedule appended herewith, and forward the same through the Township Clerk to the Secretary of the Section concerned.

4. The Trustees shall forward with the Annual Report, to the Public School Inspector, this schedule properly filled up.

5. The Public School Inspector shall send this schedule to a Justice of the Peace having jurisdiction.

6. It shall be the duty of the Magistrate to summon delinquents to show cause, the present enactments relating to excuses to remain in force.

7. The magistrate shall have power to impose a fine not exceeding ten dollars, or to commit, at his discretion.

Schedule to which the foregoing Report refers.

Name of each child between 7 and 13.	Age.	Parent or Guardian.	Residence of Parent or Guardian.	Attendance. To be filled in by Teacher.	Number of days less than 100.	Remarks to be filled in by Trustees.

Resolved—Whereas the Convention was under a misapprehension concerning the action taken by this section in August last with respect to the daily registers; and whereas it is desirable that the regulations concerning the custody of daily registers remain as they were last year: be it resolved that the motion be reaffirmed, and that the Minister of Education be requested to annul the recent regulation, and to allow the previous regulation to continue in force.

The *Committee appointed to consider the remuneration of Inspectors*, reported as follows :—Your Committee on the paper assigned to it treating of County Inspectors' Tenure of Office, Duties and Remuneration, begs to report that in consideration of (1) that it is now nearly twenty years since the office of County Inspector was established ; (2) that the duties of Inspectors are varied, onerous and essential for the effective operation of the Public School system in our Province ; (3) that all other public officials in other departments of educational work, as well as public men and officials in other lines of the public service have been recognized as entitled to increased commensurate remuneration and are now in receipt of it, we, County Inspectors here assembled and representing the Inspectors of Ontario receiving a remuneration, the basis of which was determined by enactment of the Provincial Parliament when Inspectors were first appointed 1870-1871, submit through our esteemed head, the Hon. the Minister of Education, a request to the Government, that the whole matter of emoluments of our office be revised and such additional remuneration granted as the importance and extent of the service may reasonably suggest

The report of the *Committee on Public School Support*, is as follows :—

Whereas great hardship is experienced through the inequality of taxation for Public School purposes, therefore it is,

Resolved—That clause No. 117 of the Public Schools' Act should be made compulsory and otherwise so modified that it shall be within the power of County Councils to levy and pay over for School purposes an amount equal to that raised by Township Councils under said clause, and that where no county organization exists it shall be the duty of the Legislature to pay an amount equal to that raised by townships under this clause for the payment of teachers' salaries.

Resolved—Further, that instead of the present system of apportioning the Legislative Grant to Public Schools on the basis of population and attendance, said grant should be distributed equally among the Public Schools and departments of Public Schools complying with regulations of the Education Department, as certified to by the Public School Inspectors of the Province, and that the said grants, especially to rural schools, be increased.

The report of the *Committee on Non-Professional Examinations*, is as follows :—

That the regulations governing the examinations as to presiding examiners remain as at present.

In reference to the appointment of sub-examiners by the Department, that the Public School men should receive consideration.

That the Third Class Non-Professional Examination papers be examined by a local county board of examiners.

That Third Class Certificates be valid only in the county where granted, unless endorsed by the Inspector of another county.

That the minimum age of candidates receiving certificates authorizing them to teach in the Public Schools be increased.

That the name of the Non-Professional Examination be changed.

The report of the *Committee on Model Schools* is as follows :—

The Committee appointed to report upon County Model Schools, while recognizing the very great benefits which have accrued to the Public Schools of the Province from the establishment of these institutions, would recommend :—

1. That every teacher in a Model School should hold a first or second class professional certificate.

2. As the value of the training given in a Model School depends in a great measure upon the character of the discipline and teaching observed by the students, from day to day, in the different departments of the school, and upon the degree of harmony existing

between the methods of management and teaching practised by the assistants and those recommended by the Principal in his lectures, it should be the duty of the members of the staff of each Model School to meet frequently during the whole year for the discussion and consideration of methods of teaching and discipline.

3. That the Public School Inspectors concerned should receive previous notice of the prospective visits of the Departmental Inspector to the Model School, so that he or they may be present, if possible, on these occasions.

4. That the Departmental Inspector should, after visiting a Model School, report on its standing and efficiency to the County Board of Examiners.

The report of the *Committee on "Waste of Experience,"* is as follows:—That in the opinion of this Section,

1. Third Class Certificates should be limited to the jurisdiction of the Board respectively granting or accepting them.

2. County Boards be empowered to require, if they so desire, that the junior leaving certificate be the non-professional test for admission to their respective Model Schools.

3. That County Boards be empowered to grant Third Class Certificates valid until recalled by the Board granting or accepting them.

Resolved—That in the opinion of this Section the present method of examining in Book-keeping and Drawing at the Intermediate Examinations is erroneous in principle and unsatisfactory in practice.

2.—Financial Statement, 1889.

Name of Institute.	Number of Institutes.	Total number of members.	Government Grants.	Municipal Grants.	Members' Fees.	Balances and other sources.	Total Receipts.	Printing and Postage.	Libraries, Educational Journals, etc.	Miscellaneous.	Total Expenditure.	Balances.
			$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Brant	1	121	50 00	25 00	.....	67 45	142 45	.....	29 50	6 87	36 37	106 08
2 Bruce, East	1	116	50 00	25 00	.....	60 87	135 87	11 36	11 40	31 10	53 86	82 01
3 Bruce, West	1	52	25 00	25 00	14 25	174 37	238 62	18 00	65 87	154 75	238 62	.....
4 Carleton	1	135	50 00	25 00	.....	21 46	96 46	9 78	.....	52 78	62 56	33 90
5 Dufferin	1	108	50 00	25 00	30 25	6 00	111 25	4 65	73 25	33 35	111 25	.....
6 Dundas	1	53	50 00	25 00	20 00	114 33	209 33	7 78	52 75	63 90	124 43	84 90
7 Durham	1	120	25 00	25 00	.....	154 60	204 60	18 25	....	46 57	64 82	139 78
8 Elgin	1	175	25 00	50 00	.....	105 53	180 53	31 72	....	71 00	102 72	77 81
9 Essex, North	1	105	.....	50 00	.....	40 84	90 84	23 30	.....	25 00	48 30	42 54
10 Essex, South	1	85	75 00	50 00	.....	66 45	191 45	38 96	27 00	18 95	84 91	106 54
11 Frontenac	1	140	50 00	25 00	.....	58 42	133 42	5 18	32 00	15 00	52 18	81 24
12 Glengarry	1	90	50 00	25 00	.....	59 04	134 04	15 47	17 40	36 45	69 32	64 72
13 Grenville	1	57	25 00	25 00	14 25	43 84	108 09	3 51	75 25	25 00	103 76	4 33
14 Grey, East	1	80	50 00	25 00	14 00	43 87	132 87	7 99	56 25	49 50	113 74	19 13
15 Grey, West	1	53	50 00	25 00	28 75	137 66	241 41	20 10	53 00	95 66	168 76	72 65
16 Grey, South	1	103	75 00	25 00	13 75	32 99	146 74	12 57	.....	99 00	111 57	35 17
17 Haldimand	1	110	25 00	25 00	.....	224 87	274 87	10 45	4 50	44 80	59 75	215 12
18 Haliburton	1	54	50 00	.....	.....	56 34	106 34	9 77	6 75	68 80	85 32	21 02
19 Halton	1	99	25 00	25 00	6 25	126 43	182 68	16 85	24 81	13 93	55 59	127 09
20 Hastings, North	1	73	25 00	25 00	8 13	112 86	170 99	16 20	23 81	47 89	87 90	83 09
21 Hastings, South	1	120	45 00	25 00	.....	77 33	147 33	.....	.....	25 00	25 00	122 33
22 Huron, East (N)	1	40	25 00	25 00	10 00	85 34	145 34	13 54	.....	79 25	92 79	52 55
23 Huron, West (S)	1	120	50 00	25 00	9 00	80 67	164 67	9 60	7 88	43 10	60 58	104 09
24 Kent, East	1	87	50 00	25 00	13 00	89 60	177 60	8 10	.....	129 60	137 70	39 90
25 Kent, West	1	100	50 00	25 00	.....	81 17	156 17	22 92	25 84	73 87	122 63	33 54
26 Lambton, East	1	68	25 00	.....	16 75	65 82	107 57	19 59	.....	81 38	100 97	6 60
27 Lambton, West	1	136	25 00	.....	.....	103 11	128 11	30 86	12 50	35 40	78 76	49 35
28 Leeds, East	1	93	25 00	25 00	28 50	242 70	321 20	8 50	91 59	54 80	154 89	166 31
29 Lanark	1	124	50 00	.....	13 70	159 45	223 15	32 29	50 51	38 10	120 90	102 25
30 Lennox and Addington	1	120	50 00	.....	.....	45 11	95 11	.....	.....	63 62	63 62	31 49
31 Lincoln	1	106	25 00	25 00	.....	158 06	208 06	7 26	.....	50 90	58 16	149 90
32 Middlesex, East	1	90	25 00	.....	29 75	213 34	268 09	52 57	45 50	27 61	125 68	142 41
33 Middlesex, West	1	123	50 00	200 00	58 75	55 09	363 84	35 90	10 90	206 00	252 80	111 04

34 Norfolk	1	139	50 00	25 00	.....	67 84	142 84	68 25	.....	24 50	92 75	50 09
35 Northumberland	1	51	25 00	50 00	15 25	66 72	156 97	8 00	13 50	32 98	54 48	102 49
36 Ontario	1	19	50 00	25 00	4 75	99 04	178 79	19 69	.....	47 50	67 19	111 60
37 Oxford	1	49	50 00	25 00	12 25	37 34	124 59	20 46	.....	28 15	48 61	75 98
38 Peel	1	60	50 00	25 00	60 00	53 13	188 13	20 38	75 09	26 50	121 88	66 25
39 Perth	1	200	.....	25 00	.....	194 50	219 50	14 54	.....	204 96	219 50	.....
40 Peterborough	1	87	70 00	50 00	.....	14 68	134 68	14 37	30 50	30 00	74 87	59 81
41 Prescott and Russell	1	150	25 00	.....	26 25	86 80	138 05	14 91	39 93	26 50	81 34	56 71
42 Prince Edward	1	98	50 00	25 00	.....	153 06	228 06	3 50	6 90	44 80	55 20	172 86
43 Renfrew	1	80	25 00	25 00	.....	56 45	106 45	1 07	2 97	14 00	18 04	88 41
44 Simcoe, North	1	65	25 00	25 00	4 00	74 31	128 31	9 47	21 90	35 40	66 77	61 54
45 Simcoe, South	1	63	25 00	25 00	15 75	107 08	172 83	7 58	46 25	77 85	131 68	41 15
46 Simcoe, East	1	29	25 00	25 00	.....	25 00	75 00	2 62	2 50	35 60	40 72	34 28
47 Stormont	1	27	25 00	25 50	27 00	64 65	141 65	5 88	33 25	20 85	59 98	81 67
48 Victoria, East	1	75	50 00	25 00	19 25	147 48	241 73	18 26	62 75	21 00	102 01	139 72
49 Victoria, West	1	85	25 00	25 00	.....	178 55	228 55	8 00	2 50	15 55	26 05	202 50
50 Waterloo	1	39	50 00	25 00	39 00	58 36	172 36	12 53	.....	159 83	172 36	.....
51 Welland	1	120	50 00	75 00	.....	16 61	141 61	11 00	.....	25 00	39 00	102 61
52 Wellington, North	1	99	25 00	25 00	10 70	75 11	135 81	8 82	43 44	20 00	72 26	63 55
53 Wellington, South	1	110	25 00	25 00	.....	104 34	154 34	6 73	.....	32 65	39 38	114 96
54 Wentworth	1	106	25 00	25 00	33 00	38 87	121 87	17 03	52 35	17 68	87 06	34 81
55 York, North	1	48	25 00	25 00	24 00	110 79	184 79	9 99	64 53	73 92	148 44	36 35
56 York, South	1	120	50 00	25 00	68 35	116 80	260 15	.....	.....	186 40	186 40	73 75
57 District of Algoma	1	30	75 00	.....	.....	45 10	120 10	.....	.....	82 83	82 83	37 27
58 District of Algoma, No. 2	1	30	.....	.....	.....	27 25	27 25	7 75	.....	.....	7 75	19 50
59 District of Muskoka	1	69	75 00	.....	.....	48 14	123 14	5 29	25 00	73 00	103 29	19 85
60 District of Parry Sound	1	75	75 00	.....	.....	40 45	115 45	26 96	.....	46 10	73 06	42 39
61 City of Hamilton	1	161	25 00	25 00	.....	46 88	96 88	1 80	.....	21 86	23 66	73 22
62 City of Kingston	1	54	25 00	25 00	.....	31 83	81 83	1 32	29 25	2 50	33 07	48 76
63 City of London	1	65	25 00	.....	14 50	235 96	275 46	4 75	23 25	20 75	48 75	226 71
64 City of Ottawa	1	81	.....	.....	.....	71 43	71 43	4 30	.....	45 50	49 80	21 63
65 City of St. Catharines	1	25	.....	.....	4 25	38 77	43 02	.....	.....	11 00	11 00	32 02
66 City of Toronto	1	423	25 00	25 00	68 25	37 96	156 21	58 21	68 00	30 00	156 21	.....
67 Ontario Teachers' Association	1	953	200 00	.....	40 50	529 47	769 97	125 48	.....	275 95	401 43	368 54
Total, 1889	67	7132	2665 00	1650 00	816 13	6265 76	11396 89	1064 96	1442 03	3720 04	6227 03	5169 86
Total, 1888	66	6882	1890 00	1850 10	778 96	6246 33	10765 39	1690 38	1318 68	2723 60	5732 66	5032 73
Increase	1	250	775 00	.....	37 17	19 43	631 50	.....	123 35	996 44	494 37	137 13
Decrease	.....	.....	.....	200 10	.....	.....	.....	625 42	.....	.....	.....	.....

APPENDIX F.—*DEPARTMENTAL EXAMINATIONS, 1890.*

Admission of Candidates to Collegiate Institutes and High Schools.

Schools at which Examinations were held.	December, 1889.		July, 1890.	
	Examined.	Passed.	Examined.	Passed.
Alexandria	66	26	66	15
Almonte	27	14	72	55
Arnprior	48	15	54	20
Arthur	.....	.....	35	29
Athens	39	23	57	21
Aurora	32	24	36	23
Aylmer C. I.	34	16	98	59
Barrie C. I.	64	34	73	42
Beamsville	21	9	30	15
Belleville	114	41	112	61
Berlin	92	48	97	47
Bowmanville	20	9	45	29
Bradford	41	21	45	17
Brampton	46	25	68	38
Brantford C. I.	75	41	111	82
Brighton	26	18	18	10
Brockville C. I.	58	39	70	48
Caledonia	58	22	65	24
Campbellford	25	12	54	23
Carleton Place	66	44	76	37
Cayuga	31	13	41	21
Chatham C. I.	88	38	131	47
Clinton C. I.	57	45	75	50
Cobourg C. I.	62	25	54	29
Colborne	23	19	32	20
Collingwood C. I.	33	20	42	25
Cornwall	64	25	67	26
Deseronto	29	8	39	18
Dundas	32	17	48	14
Dunnville	26	14	46	19
Dutton	32	17	53	30
Elora	23	13	19	12
Essex	41	16	51	23
Fergus	28	13	56	27
Forest	43	17	74	21
Galt C. I.	84	42	129	65
Gananoque	53	16	51	28
Georgetown	33	21	45	23
Glencoe	32	9	50	21
Goderich	51	34	67	32
Gravenhurst	14	12	13	10
Grimsby	15	8	12	8
Guelph C. I.	113	58	123	65
Hamilton C. I.	281	194	237	159
Harriston	44	38	47	31
Hawkesbury	18	11	19	13
Ingersoll C. I.	79	39	56	22
Iroquois	36	18	32	14
Kemptville	47	22	47	22

ADMISSION of Candidates, etc.—*Continued.*

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	December, 1889.		July, 1890.	
	Examined.	Passed.	Examined.	Passed.
Kincardine	38	25	67	38
Kingston C. I.	87	64	105	77
Lindsay C. I	77	32	85	40
Listowel	56	34	75	42
London C. I.	116	70	184	90
Lucan	71	35	52	29
Madoc	27	18	37	18
Markham	60	35	87	45
Mitchell	59	27	66	39
Morrisburg C. I	48	24	55	22
Mount Forest	52	28	40	23
Napanee	82	40	67	30
Newburgh	62	19	78	29
Newcastle	11	6	23	13
Newmarket	46	25	53	23
Niagara	8	3	9	7
Niagara Falls, South	36	18	46	27
Norwood	42	19	55	28
Oakville	25	13	52	31
Omemee	32	12	27	12
Orangeville	70	15	42	30
Orillia	57	29	81	47
Oshawa	47	24	59	28
Ottawa C. I.	136	54	130	89
Owen Sound C. I.	93	67	111	23
Paris	28	12	35	16
Parkhill	52	32	68	33
Pembroke	28	18	58	33
Perth C. I.	54	37	57	33
Peterborough C. I.	94	40	80	50
Petrolea	47	27	56	20
Picton	67	32	111	49
Port Arthur	11	8	18	5
Port Dover	22	13	24	9
Port Elgin	32	22	51	32
Port Hope	30	24	36	26
Port Perry	44	25	68	34
Port Rowan	25	12	19	10
Prescott	42	21	51	17
Renfrew	37	12	44	16
Richmond Hill	23	20	27	13
Ridgetown C. I.	56	37	90	41
Sarnia	77	46	113	53
Sault Ste. Marie	.....	.....	14	8
Seaforth C. I.	58	18	65	39
Simcoe	93	40	99	54
Smith's Falls	36	18	35	23
Smithville	16	9	46	15
Stirling	12	5	24	14
Stratford C. I.	124	50	136	69
Strathroy C. I.	100	42	112	42
Streetsville	23	10	26	16
St. Catharines C. I.	51	30	62	36
St. Mary's C. I.	74	35	63	45

ADMISSION of Candidates, etc.—*Continued.*

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	December, 1889.		July, 1890.	
	Examined.	Passed.	Examined.	Passed.
St. Thomas C. I.	100	32	175	71
Sydenham	48	14	90	47
Thorold	30	18	33	18
Tilsonburg	33	18	43	15
Toronto C. I. (Jarvis St.)	155	87	133	17
Toronto C. I. (Jamieson Ave.)	102	41	123	64
Trenton	52	18	54	14
Uxbridge	26	12	52	25
Vankleekhill	35	15	35	10
Vienna	21	9	19	10
Walkerton	24	16	49	35
Wardsville	24	14	26	13
Waterdown	36	29	48	22
Welland	40	20	72	34
Weston	30	18	45	25
Whitby C. I	52	25	100	66
Williamstown	38	15	30	12
Windsor	97	28	80	10
Woodstock C. I.	132	70	168	108
OTHER PLACES.				
Alliston	53	30	78	29
Alvinston	.....	.....	29	16
Ameliasburg	33	14	30	10
Amherstburg	8	2	10	5
Ancaster	44	30	.....	.....
Ayr	.....	.....	24	18
Bancroft	1	1	6	3
Bath	.....	.....	32	19
Binbrook	35	21	.....	.....
Blenheim	37	15	34	20
Bobcaygeon	.....	.....	18	7
Bolton	32	19	40	11
Bracebridge	10	2	18	14
Brussels	28	24	31	19
Burk's Falls	.....	.....	13	9
Cardinal	14	6	.....	.....
Charleston	10	4	16	6
Drayton	.....	.....	27	19
Dresden	23	17	45	26
Dundalk	.....	.....	39	9
Dungannon	31	21	28	21
Durham	.....	.....	59	34
Eganville	9	2	11	7
Erin	17	11	24	19
Exeter	26	20	45	35
Fenelon Falls	23	15	11	7
Flesherton	58	35	.....	.....
Florence	.....	.....	26	11
Grand Valley	.....	.....	26	13

ADMISSION of Candidates, etc.—*Continued.*

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	December, 1889.		July, 1890.	
	Examined.	Passed.	Examined.	Passed.
Hanover	.....	.....	23	10
Harrow	11	8	12	4
Huntsville	11	9	4	3
Kingsville	12	3	11	8
Kirkfield	16	2	21	9
Lakefield	13	5	16	9
Lanark	.....	.....	13	10
Leamington	19	9	38	19
London East	150	68	123	48
Lucknow	18	12	33	13
Manitowaning	.....	.....	27	22
Markdale	.....	.....	20	5
Marshville	.....	.....	5	4
Mattawa	.....	.....	5	2
Meaford	.....	.....	50	25
Merrickville	17	6	18	8
Midland	8	2	.....	.....
Millbrook	30	16	32	17
Milton	31	24	38	25
Milverton	.....	.....	11	8
Mount Hope	.....	.....	27	11
Newboro	29	11	26	17
Newington	35	15	27	13
Neustadt	22	15	.....	.....
Norwich	31	16	29	21
Oakwood	23	13	18	6
Paisley	31	20	27	14
Parry Sound	.....	.....	18	13
Pelham, S. S. No. 2	.....	.....	15	12
Penetanguishene	.....	.....	14	10
Rat Portage	.....	.....	14	6
Richmond	18	11	16	11
Ridgeway	.....	.....	28	16
Schrieber	.....	.....	4	2
Selkirk	23	16	28	13
Shelburne	34	7	34	19
Stayner	32	24	32	20
Stoney Creek	.....	.....	25	13
Sutton West	.....	.....	33	18
Tara	10	9	56	27
Teeswater	.....	.....	24	19
Thamesville	29	8	37	24
Thessalon	.....	.....	18	15
Thornbury	59	39	.....	.....
Tiverton	20	16	.....	.....
Tweed	22	5	18	8
Wallaceburg	22	8	36	22
Watford	45	28	71	38
Westport	22	10	25	11
West Toronto Junction	.....	.....	29	11
West Winchester	61	31	66	32
Wingham	42	25	71	49

ADMISSION of Candidates, etc.—*Concluded.*

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	December. 1889.		July, 1890.	
	Examined.	Passed.	Examined.	Passed.
Collegiate Institutes	2737	1446	3233	1715
High Schools	3596	1787	4554	2222
Other places	1438	780	2086	1127
Grand total	7771	4013	9873	5064
Comparison with December, 1888, and July, 1889 :—				
Increase	383	84	471	.....
Decrease	.....	.....	.....	251

APPENDIX G.—*CERTIFICATES*, 1890.

(Continued from the Report of 1889.)

1. Names of Persons who have Received Inspectors' Certificates.

Burgess, Herbert H.
Eldon, Robert Henry.
Greenless, Robt. Franklin.
Galbraith, William J.
Hallett, William John.
Lees, Richard.
Longman, Edwin.
Morgan, James William.
McAllister, Samuel.
Rogers, James C.
Ritchie, John.
Smellie, William K. T., B.A.
Seymour, William Fred., B.A.

2. Names of Persons who have Received Examiners' Certificates.

Dandeno, J. B.
Davis, Walter Hammill.
Edwards, Clarence Bartlate.
Elliott, Thomas Edward, B.A.
Hunter, David Hamilton, B.A.
Kinnear, Louis, M.A.

3. Names of Persons who have Received High School Masters' Certificates.

Acres, Jonathan William, B.A.
Bigg, Edmund Murney, M.A.
Burgess, James Edward, M.A.
Campbell, William Clark, B.A.
Chisholm, William James, B.A.
Connor, James William, B.A.
Crawford, John Thomas, B.A.
Dales, John Nelson, B.A.
Davison, James, B.A.
Dickson, John Elder, B.A.
Dobson, Robert, B.A.
Elliott, Edwin, B.A.
Flack, Ulysses Jacob, B.A.
Forsyth, David, B.A.
Guilett, Cephas, B.A.
Giffin, James Andrew, B.A.
Houston, John Arthur, B.A.
Hunter, David Hamilton, B.A.
Jackson, Joseph A., B.A.
Jackson, William Shutt, B.A.
Jones, Alice, B.A.
Knight, Arch. P., M.A.
Law, William Henry, B.A.
Little, Robert A., B.A.
Massey, Norman Levi, B.A.
Moore, Alvin Joshua, B.A.
Morden, Gilbert Walworth, B.A.
Murphy, Stephen Henry, B.A.
Macmillan, John, B.A.
McCuaig, Herbert M., B.A.
Orr, Robert Kimball, B.A.
Parker, Francis Robert, B.A.
Philp, James Henry, B.A.
Purslow, Adam, M.A., LL.D.
Reed, George Henry, B.A.
Redditt, Thomas Henry, B.A.
Rogers, Thomas Henry, B.A.
Rutherford, Walter W., B.A.
Seymour, Wm. Fred., B.A.
Shepherd, William George, B.A.
Sidley, Henry Ragland, B.A.
Sinclair, Angus, M.A.
Sinclair, Arthur H., B.A.
Sinclair, John, B.A.
Snell, Joseph A., B.A.
Stork, Jennie, B.A.
Stratton, Alfred William, B.A.
Tamblyn, William Ware, B.A.
Thompson, Robert Allen, B.A.
Tremeer, James, B.A.
Williams, Chas. Wynne, M.A.
Wilson, Henry Langford, M.A.

4. Names of Persons who have Qualified as High School Assistants.

Armstrong, George Henry.
Aubin, Alfred L., B.A.
Auld, Charles.
Bald, William Francis, B.A.
Bingeman, Sylvia M.
Bonner, Robert John, B.A.
Bridgman, Marcus W.
Brown, Henry William.
Burns, Hetty May.
Cameron, John A.
Closs, Frank D.
Clune, Ella.
Colling, James, B.A.
Cornwall, Mrs. Mary Mills.
Connally, John.
Craig, Minnie.
DeLury, Alfred Tennyson, B.A.
Dillabough, Ida F.
Falconer, Charles S.
Faskin, George Robert, B.A.
Gilfillan, James.
Graham, Emma Jane.
Graham, Robert George.
Graham, William Henry, B.A.
Hagarty, Kate F.
Hall, Walter A.
Hamilton, Charles Fred., M.A.
Hamilton, Robert S., B.A.
Harrington, James T.
Heap, Frederic, M.A.
Henderson, Margaret E.
Hutchison, James, B.A.
Hollingshead, John Edwin.
Ingall, Elmer Ellsworth.
Jenkins, William H., B.A.
Kitchen, Charles Henry.
Lawler, Gertrude, B.A.
Leitch, Thomas.
Loftus, Edwin D.
Longman, Edwin.
Mackay, Charles.
McKee, George Albert.
McLean, Allan.
Massey, Arthur, B.A.
Michell, William Charles, B.A.
Miller, Nancy.
Morgan, Sydney A., B.A.
Morrison, Alfred H.
Muldrew, William H.
Munro, William Norman.
Naismith, Margaret, B.A.
Northwood, Arthur P.
Nelson, Arletta.
Nugent, James.
Owen, Thomas Arthur.
Paterson, Andrew.
Powell, George K.
Rutherford, Walter Rich., B.A.
Ryckman, Louise Lavelle, B.A.
Shotwell, William.
Smith, Margaret Theresa.
Smyth, Nellie Harvey.
Snider, Eby Egerton, B.A.
Stafford, Joseph, B.A.
Steele, May Belle.
Steer, Albert B.
Stevenson, Orlando John.
Strath, Robert S.
Walker, David McKenzie.
Walker, Francis A.
Watt, Catharine Grace.
Whalen, Mary.
White, Walter Henry, B.A.
Wickett, Maud.
Wickham, Wilhelmina.
Willson, Annie, B.A.
Witton, James Gayford, B.A.
Young, Robert, B.A.

5. Number of Public School Teachers' Certificates.

Third, Second and First Class.	Male.	Female.	Total.
Third Class, as per County Model School Report (page 132).	486	742	1228
Second Class :			
From Ottawa Normal School	60	95	155
" Toronto "	52	172	224
First Class	32	16	48
Total	630	1025	1655

District Certificates.

County or District.	Number of Candidates.	Number who obtained Certificates.
Algoma	52	42
Frontenac	42	36
Haliburton	25	13
Hastings	11	11
Parry Sound	37	27
Prescott and Russell	66	33
Renfrew	88	37

6. List of Provincial Certificates Granted by the Education Department.

Name.	Grade. First Class.	Grade. Second Class.
Anderson, Christina	.....	I
Aikman, Lillian M.	C	.....
Atwood, Albert Edward	C	.....
Adamson, Isabella Hamilton	....	I
Anundson, Marion S. E.	.....	I
Allen, Catharine Adora	.....	I
Allan, Marian	.....	I
Anderson, Jennie	.....	I
Allan, Mary Esther B.	.....	I
Burgess, Herbert H	A	.....
Bridle, Augustus	.....	I
Baynton, John P	.....	I
Burt, Bessie Lina	.....	I
Burch, Harriet Newell	.....	I
Bowman, Jessie M.	.....	I
Brooks, Elizabeth Yonger	.....	I
Boden, Phœbe	.....	I
Breckon, Alice J	.....	I
Barnes, Jennie	.....	I
Bayne, Annie R.	.....	I
Birchard, Thomas Clark	.....	I
Blakeston, William Jonas	.....	I
Brown, Ulysses Everett	.....	I
Bryant, Benjamin Lawrence	.....	I
Burgar, William Ainslie	.....	I
Booth, Mollie	....	I
Breakell, Isabel Mayor	.....	I
Brock, Mary Elizabeth	.....	I
Brooks, Charlotte	.....	I
Beattie, Isabella Jessie	C	.....
Bowman, Catharine	C	.....
Baird, Jean Martha	.....	I
Baskerville, Harriet Emma	.....	I
Bell, Catharine	.....	I
Biggar, Mary	.....	I
Black, Jean	.....	I
Bryce, Hannah	.....	I
Barr, Bella	.....	I
Beaton, Hugh Arthur	.....	.....
Bergy, Aaron E.	.....	I
Burke, James	.....	I
Bower, Emma	.....	I
Bowes, Mary	.....	I
Cavell, Harriett	.....	I
Campbell, Alexander, B.A.	C	.....
Craig, Thomas Allan	A	.....
Coates, Frederick Preston	.....	I
Cain, Harriet	.....	I
Creba, Mary	.....	I
Cree, Rachel R.	.....	I
Campbell, Harriet	.....	I
Campbell, Mary E.	.....	I
Cruickshank, Agnes	.....	I
Cherry, Mary Ellen	.....	I
Cheer, Annie Lucy	.....	I
Campbell, John Ferguson	.....	I
Christmas, George Elsworth	.....	I
Caldwell, Nettie	.....	I
Clifford, Milly Bryde	.....	I
Consaul, Frances Emma	.....	I
Countryman, Annie Mary	.....	I
Campbell, Alex., B.A.	A	.....
Callander, Cyrus Newton	C	.....
Cooper, Sophia	C	.....
Campbell, Elizabeth	.....	I
Chilman, Ada Constance	.....	I
Crosby, Janet	.....	I
Crouse, Ada	.....	I
Caesar, Alice	.....	I
Campbell, Walter M.	.....	I
Carson, Robert John	.....	I
Chisholm, George Wallace	.....	I
Cobban, William	.....	I
*†Corless, Charles V.	.....	I
Clark, Harry J	.....	I
Cook, John	.....	I
Cornel, Daniel	.....	I
Campbell, Milton	.....	I
Chamberlain, Sarah E	.....	I
Clarke, Minnie	.....	I
Corman, Hannah M.	.....	I
Cowan, Margaret K	.....	I
Dobson, George	.....	I
Dunbar, Nellie C.	.....	I
Davis, Phœbe Eveline	.....	I
Dickson, Minnie	.....	I
Dorland, Bertha	.....	I
Drysdale, Elizabeth	.....	I
Dibb, Lulu S.	.....	I
Davidson, John Wilson	.....	I
Disher, George R.	.....	I
Davidson, Agnes	.....	I
Doyle, Anna Mary	.....	I
Davis, John S.	.....	I
Davidson, Jean	C	.....
Dickson, Margaret	.....	I
Dow, Emily R.	.....	I
Duff, May E	.....	I
Duncan, Frederick	.....	I
Deane, Tillie	.....	I
Doran, Annie	.....	I
Drake, Annie M.	.....	I
Elliott, Jennie	.....	I
Eagleson, Richard	.....	I
Eidt, Edwin D	.....	I
Edgar, Minnie Florence	.....	I
*†Emerick, Ida Jean	.....	I
Eaton, Elizabeth	.....	I
Egan, William Edward	.....	I
Egan, Margaret	.....	I
Empey, Nanette	.....	I
Fraser, James W.	.....	I
Fitzgerald, Fenton Edward	.....	I
Flemming, Margaret	.....	I
Forbes, William Leslie	.....	I
Fox, Norman Beecher	.....	I
Fraser, Thurlow	.....	I
*Fair, Anna Martha	.....	I
Fitzgerald, Agnes	.....	I
Fergusson, William Alex.	.....	I
French, Charles Morley	C	.....
Forster, Minnie	C	.....
Fulton, Margaret Jane	.....	I
Ferrier, David W.	.....	I
Foster, James D.	.....	I
Frappy, Joseph	.....	I
Fessant, Eva	.....	I
Fraser, Emma	.....	I
Galbraith, William J.	A	.....
Graham, John	.....	I

* Honors. † Medallist.

List of Provincial Certificates.—*Continued.*

Name.	Grade.		Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Green, Leslie Arnold		I	Kappele, Eleanor		I
Grant, Margaret Ethel		I	Kennedy, Mary		I
Garden, Fannie E		I	Kerr, Martin		I
Griffith, Ida Belle		I	Kirk, Christina		I
Gilchrist, Janet		I	Lees, Richard	A	
Gerry, Louisa		I	Lawrie, Robert Reid		I
Grigg, Emma Jane		I	Landy, Catharine		I
Grant, James		I	Lindsay, Catharine G. H.		I
Gallagher, Christina		I	Lelean, Edith Sarah		I
Ganton, Mary Catharine		I	Luke, Edith M.		I
Goulding, Mary Jane		I	Lonergan, William James		I
Gwynne, Annie Mary		I	Lambly, Marion K.		I
Gilchrist, Jean		I	Luke, Frances Morris		I
Grant, Tena C.		I	Lennox, Elizabeth E.	C	
Grier, Mary Jane		I	Lovick, Charlotte	C	
Grierson, Mary L.		I	Lawrence, Clara Eliza		I
Gibbs, Ernest E.		I	Lawson, Louise		I
Gaughan, Richard		I	Lee, Margaret Wood		I
Gosnell, Sarah E.		I	Loarden, Catharine		I
Gregg, Cecilia C.		I	Lowe, Elizabeth		I
Graham, Harriet		I	Little, Albert		I
Harrison, Maria C.		I	Lee, Margaret E.		I
Hopper, Annie E.		I	McIntosh, Alexander William		I
Hornal, Helen		I	McCracken, James Carlton		I
Hunsberger, Bertha		I	McPherson, Osborne		I
Hillis, Elizabeth M.		I	McPhail, George Brown.		I
Halley, Margaret Regina		I	*McDonald, Jennie		I
Harkley, Anna		I	MacDonald, Mary Wilhelmina		I
Howard, Teresa		I	McGrigor, Jessie		I
Henderson, Mary Jane		I	MacWilliam, Lou		I
Hubbard, Duncan MacNab		I	McGaw, Martha		I
Hannington, Florence		I	McHaney, Helen		I
Hicks, Maud Annie		I	McBrady, Josephine		I
Hoge, Georgie		I	McGill, Octavia		I
Hallett, William John	A		McEntee, Bernard		I
Henstridge, Elizabeth	C		McCrank, Neil		I
Henry, Annie		I	McManus, John Patrick C.		I
Hendrie, Jessie Augusta		I	McTavish, John		I
Horton, Mary Edith		I	McNicol, James, B.A	B	
House, Minnie Agnes		I	MacArthur, Annie Christina		I
Hanna, Wilbur J.		I	McDougall, Nellie		I
Horan, Joseph		I	McKelvey, Lily		I
Hansel, Charles E.		I	McKenzie, Margaret Catharine		I
Harrison, Margaret		I	McKinlay, Isabel Mary		I
Hodgins, Rebecca		I	McLellan, Susanna		I
Hodgins, Typhena		I	McLaughlin, Sarah Mary		I
Irwin, Harriet		I	McCool, John	C	
Irwin, Hannah N.		I	McDonald, Neil	C	
Ireland, William Wellington	A		McDonald, Peter Donald	C	
Inman, William	C		MacBeth, Margaret		I
Jory, E. Newton	C		Macallum, Marion		I
Jackson, Frances Rose		I	McCann, Letitia		I
James, Jane Bowie		I	McDairmid, Eliza		I
Jermyn, Annie Elizabeth		I	McDonald, Margaret		I
Johnson, Elizabeth		I	McFarlane, Isidore		I
Johnston, John A		I	McKenzie, Elizabeth		I
*†Johnstone, Ada M.		1	McNab, Anna Lawrence		I
Jandrew, William		I	Macallum, Catharine Lyman		I
Jarrett, Henry Thomas		I	*McCaig, James		I
Johnston, John Wesley		I	*McCubban, George		I
Johnston, Lina		I	McDonald, William		I
Kuntz, Henry		I	McDougall, James B.		I
Kelty, Frances Elizabeth		I	McGuiness, Nichol J.		I
Keenan, Campbell Brown		I	McCoy, Margaret		I
Kuns, Ida Alberta		I	McDougall, Agnes		I

* Honors. † Medallist.

List of Provincial Certificates.—*Continued.*

Name.	Grade.	
	First Class.	Second Class.
McLaughlin, Ellen	.....	I
McMillan, Mary	.....	I
McLean, Thomas Walter	.....	I
Marty, Alletta Elise	A	.....
Marty, Sophie E	A	.....
Morgan, James William	A	.....
Morrison, James Henry	.....	I
Megill, William Henry T	.....	I
Meade, Ella	.....	I
Mothersill, Mary Beatrice	.....	I
Milligan, Violet	.....	I
Mustard, Isabel Eva	.....	I
Miller, Emma (Mrs.)	.....	I
Moir, Catharine Elizabeth	C	.....
Munro, Margaret K	C	.....
Miller, Ida	.....	I
Millar, Helen Wilkie	.....	I
Milne, Hannah	.....	I
Monteith, Elizabeth	.....	I
Moffatt, Margaret	.....	I
Morrison, Mary	.....	I
Might, Lincoln	.....	I
Morrison, Hector	.....	I
Murray, William	.....	I
Millar, Ensign	.....	I
Munro, Donald	.....	I
Marsh, Rosa	.....	I
Murray, Elizabeth	.....	I
Nichol, Bella R	.....	I
Nichol, Martha	.....	I
Nicoll, Annie Margaret	.....	I
Noonan, Annie	.....	I
Naismith, Janet	C	.....
Nickerson, May	.....	I
Noble, Henrietta	.....	I
Norris, Ada Burt	.....	I
Neely, David B	.....	I
Nisbet, Jeanette	.....	I
Nixon, Mabel	.....	I
Northcott, Isabella	.....	I
Orchard, William John	.....	I
Orr, Sarah Elizabeth	.....	I
Ott, Minnie Evelyn	C	.....
O'Meara, Mary E	.....	2
Porter, Thomas	B	.....
Paxton, Joseph	.....	I
Palmer, Charlotte J	.....	I
Plummer, Amelia J	.....	I
Purdon, James	.....	.....
Patterson, Margaret	.....	.....
Potter, Ann Etta	.....	.....
Pilkey, Peter Joseph	C	.....
Pearson, Casselia C	.....	I
*Pettiford, Clara Harriett	.....	I
Phillips, Mary	.....	I
Phillips, Jessie Elizabeth	.....	I
Perry, Joseph Frederick	.....	I
Power, John Francis	.....	I
Poole, George F	.....	I
Peters, Annie E	.....	I
Ramsay, James	.....	I
Ritchie, John	A	.....
Rogers, James C	A	.....
Rogers, Joseph Whyte	B	.....
Rowan, Matilda Francesca	.....	I
Rioch, Mary M	.....	I
Robertson, Tena M	.....	I
*Rattray, John	.....	I
Reid, Archie	.....	I
Robinson. William Herbert	.....	I
Ross, Lester	.....	I
Richardson, Edgar	C	.....
Randall, Martha	.....	I
Reid, Minerva	.....	I
*Reid, Elizabeth	.....	I
Rutherford, Elizabeth E	.....	I
*Russell, Nellie J	.....	I
Ruckle, Leila	.....	I
Ross, Jennie Elizabeth	.....	I
Ryan, Thomas Joseph	.....	I
Rice, Emily	.....	I
Robertson, Annie	.....	I
Smith, Wilson R	A	.....
Smith, Elizabeth Jane	.....	I
Storms, Charlotte S	.....	I
Sinclair, Annie	.....	I
Schneider, William Henry	.....	I
Spinks, Matthew	.....	I
Srigley, Edgar Cooper	.....	I
Sheets, Catharine Mary	.....	I
Sheppard, Harriet Mary	.....	I
Smith, Sarah	.....	I
Spence, Isabella	.....	I
Sutherland, Allison Gunn	.....	I
Sutherland, Beulah Barnes	.....	I
Sutherland, Jessie Mamie	.....	I
Stoodley, Sue	.....	I
Seaton, Edward T	C	.....
Sherman, Ella	C	.....
Smith, Peter	C	.....
Spence, John	C	.....
Spence, John Campbell	C	.....
Sutherland, Christina F	C	.....
Scofield, Maud Alice	.....	I
Sheriff, Fannie	.....	I
Simpson, Alexandra Louise	.....	I
Snell, Sarah Mary	.....	I
Speers, Elizabeth Martha	.....	I
Stewart, Catharine	.....	I
Struthers, Margaret Jane	.....	I
Seymour, James F	.....	I
Shantz, Allan Bacher	.....	I
Smith, Robert Henry	.....	I
Stewart, George	.....	I
Stewart, John Fraser	.....	I
Simpkins, Charles	.....	I
*Smith, Hugh J	.....	I
Stewart, Andrew	.....	I
Scott, Mary E	.....	I
Swan, Robt. Steele	.....	I
Shier, Walter C	.....	I
Snellie, Benjamin	.....	I
*†Scott, Arthur Meville	.....	I
Staples, William D	.....	I
Sharman, Mary	.....	I
Scurrah, Margaret	.....	I
Teskey, Delia M	.....	I
Thornton, Sarah Helen	.....	I
Tobey, Charlotte	.....	I

* Honors. † Medallist.

LIST OF PROVINCIAL CERTIFICATES.—*Continued.*

NAME.	GRADE.		NAME.	GRADE.	
	First Class.	Second Class.		First Class.	Second Class.
Taylor, Bella	.....	I	Walker, Eva Gertrude	.....	I
Taylor, Anna Christina	.....	I	Warren, Catharine MacDonald	.....	I
Thompson, Mabel Isabel	.....	I	*Weir, Jennie	.....	I
Tomlinson, Lucy	.....	I	Wooden, Emma Anna	.....	I
Tonkin, William H	.....	I	Weidenhammer, William	.....	I
			Willson, Alice	C	.....
Vallentyne, Mary	.....	I	Walker, Mary	C	.....
Vanderburg, Ida	.....	I	Waters, Alice Elizabeth	.....	I
*Vanalstyne, Edith	.....	.....	Watson, Tillie	.....	I
			Weir, Minnie Beston	.....	I
Welch, Gustin	.....	I	Williams, Mary	.....	I
Whiting, Mary Louise	.....	I	Wissler, Fanny Mary	.....	I
Whiting, Helena Catharine	.....	I	Wilson, Minnie	.....	I
Willard, Abbie J	.....	I	Watson, Ann Argo	.....	I
Williams, Cora	.....	I	Ward, Thomas	.....	I
Whiteside, Nellie	.....	I	Wilson, Thomas	.....	I
Windsor, Mary	.....	I	Waters, Isabella Emily	.....	I
Welsh, Wesley	.....	I	Waugh, Mary	.....	I
Wood, Johnston Little	.....	I	Young, Helen	.....	I
Wright, James Alexander	.....	I	*Young, Catharine	.....	I

* Honors. † Medallist.

7. KINDERGARTEN CERTIFICATES.

Directors.

Angus, Elizabeth R.
Allen, Mary.
Anderson, Willa.
Campbell, Jennie.
Campbell, Caroline.
Dawkins, Ada Elizth.
Hope, Mary.
Kelly, Marguerite F.
Lovick, Georgina.
Murray, Mrs. Lalla F.
MacIntyre, Minnie E.
O'Grady, Alice de Courcy.
Ramsay, Mina.
Stocks, Jessie.
Small, Alice.
Samuel, Marion E.
Thompson, Lillie K.
Webb, Rachel R.
Wing, Harriet.
Young, Margaret M.

Assistants.

Bowers, Josephine.
Barton, Ella.
Blackhall, Minnie L.
Batho, Elizabeth.
Convey, Cora.
Cheyne, Eva.
Graydon, Ida B.
Hall, Eliza B.
Hetherington, Ella.
Howell, Ida F.
Hector, Meta.
Irvine, Mrs. Minnie L.
Johnson, Maud.
King, Charlotte J.
Kenney, Hannah.
Kenney, Eva J.
Lee, Elizabeth.
Laidlaw, Janet.
Moe, Effie.
Milne, Marguerite T.
Miller, Lillian M.
MacKirdy, Marguerite.
McCurdy, Clara E.
Northey, Bertha.
Northey, Adelaide.
Robinson, Bertha.
Robinson, Rose.
Russell, Eliza M.
Reid, Mary Magdalen.
Russell, Margaret S.
Smithson, Bessie H.
Scott, Maud.
Vallance, Ethel.
Woolley, Eva.
Woodcock, Henrietta.

8. SUMMER CLASS CERTIFICATES.

The following received Certificates of attendance at the class in

Music.

Bearman, Margaret A.
Birchard, A. F.
Casselman, Lena.
Craigmill, Jennie.
Craigmill, Jessie.
Davis, Minnie.
Groves, W. E.
Linton, Mary G.
McIntyre, Mary.
McIntyre, Kate E.
McKinley, Mary M.
Marshall, Donald.
Murray, Mary L.
O'Neill, Lizzie.
Patterson, Maggie B.
Rogers, Ida V.
Raines, Minnie L.
Suddaby, Jeremiah.
Williams, Jane R.

9. Temporary and Extended Certificates Issued during 1890.

Counties.	Temporary Certificates authorized by the Minister of Education.	Third Class Certificates extended by the Minister of Education.
Bruce	4	5
Carleton	2	1
Dundas	2	.....
Elgin	.....	3
Essex	15	3
Glengarry	4	1
Grey	1	5
Huron	.....	1
Kent	5	8
Lambton	3	.....
Lennox & Addington	.....	1
Lincoln	.....	2
Middlesex	2	4
Norfolk	3	1
Northumberland	3	.....
Oxford	.....	1
Peterboro'	1	.....
Renfrew	.....	1
Simcoe	.....	5
Victoria	.....	1
Waterloo	.....	1
Welland	.....	7
Wellington	1	1
Wentworth	.....	4
York	2	2
Districts	4	2
Eastern Ontario, R.C.S.S.	17	7
Western " "	4	2
Total, 1890	73	69
" 1889	87	71
Decrease, 1890	14	2
Increase, 1890	.....	.....

Of those receiving Temporary Certificates in 1890, 54 had previous experience in teaching.

Of the 69 teachers whose Third Class Certificates were extended, 5 had attained Second Class non-professional standing. The periods of previous service were :—

Three years and under	39
Four to six years	12
Seven years and over	18
	69

APPENDIX H.—*SUPERANNUATED TEACHERS, 1890.*

(Continued from Report of 1889.)

(1) *Allowances granted during 1890.*

No.	Name.	Age.	Years of teaching in Ontario.	Amount of Superannuation Allowance.
				$ c.
872	*A. B. McBrien	62	12	82 50
873	E. Winters	54	23½	141 00
874	S. Lyon	55	26½	159 00
875	J. McWhirter	40	23	161 00
876	R. N. Gibbs	60	37½	260 50
877	J. McCabe	52	24	166 50
878	Mrs. V. L. Mackie	44	13	98 00
879	Miss E. McGeehan	52	24	144 00
880	*J. Orser	48	15	102 00
881	*H. McPhee	61	30	206 00
882	*C. H. Ashdown	55	31	207 00
883	*Mrs. C. E. Busch	54	34	204 00
884	*S. McRae	52	20	134 00
885	*W. A. McLim	46	27½	190 00
886	*Mrs. R. R. McDonald	42	20½	123 00
887	*Miss B. Jackson	51	22½	157 50
888	*J. McCatty	61	31	186 00
889	*Miss E. Kennedy	52	35	245 00

* First payment commences with 1891.

(2) *Summary for Years 1879 to 1890.*

Year.	No. of Teachers on List.	Expenditure for the Year.	Gross Contributions to the Fund.	Amount Refunded to Teachers.
		$ c.	$ c.	$ c.
1879	360	43,774 50	14,064 84	2,237 79
1880	391	48,229 13	15,816 45	3,252 92
1881	399	49,129 83	14,197 75	2,872 13
1882	422	51,000 00	13,501 08	3,660 10
1883	422	51,500 00	12,515 50	3,763 01
1884	443	54,233 93	15,802 50	4,037 59
1885	423	55,003 09	11,525 50	10,59. 30
1886	440	58,791 37	18,095 29	6,046 05
1887	454	58,295 33	1,489 90	3,815 80
1888	472	58,290 00	1,700 25	3,588 97
1889	457	60,365 00	1,490 77	1,998 44
1890	463	62,104 63	1,191 65	1,992 78

(3) *Teachers who withdrew their Subscriptions from the Fund during 1890.*

Counties.	No.	Counties.	No.
Renfrew	1	Welland	3
Lennox	2	Elgin	4
Haliburton	1	Haldimand	1
Glengarry	1	Wentworth	3
Dundas	2	Norfolk	1
Carleton	2	Oxford	3
Leeds	2	Waterloo	2
Lanark	1	Wellington	4
Prince Edward	1	Grey	2
Hastings	2	Perth	3
Northumberland	1	Huron	5
Durham	1	Bruce	1
Peterborough	2	Middlesex	4
Victoria	1	Kent	2
Ontario	2	Lambton	4
York	11	Essex	2
Peel	3	Parry Sound	1
Simcoe	3	Total	84

APPENDIX I.—*INSPECTION OF SCHOOLS, 1890.*

1. Public School Inspection.

(1) *List of Inspectors.*

Name.	Jurisdiction.	Post Office.
M. J. Kelly, M.D., LL.B	Brant, City of Brantford, Town of Paris	Brantford.
W. S. Clendening	Bruce, East; Town of Walkerton, Villages of Chesley, Paisley, Tara, Wiarton	Walkerton.
Alexander Campbell	Bruce, West; Town of Kincardine, Villages of Lucknow, Port Elgin, Southampton, Teeswater, Tiverton	Kincardine.
Archibald Smirle	Carleton; Villages of Ottawa East, Richmond	Ottawa.
Arthur Brown	Dundas; Villages of Iroquois, Morrisburg, West Winchester	Morrisburg.
Nathaniel Gordon	Dufferin; Town of Orangeville, Village of Shelburne	Orangeville.
W. E. Tilley, M.A	Durham; Towns of Bowmanville, Peterborough, Port Hope, Villages of Millbrook, Newcastle	Bowmanville.
Welbern Atkin	Elgin; Town of Alymer, Villages of Dutton, Port Stanley, Springfield, Vienna	St. Thomas.
Theo. Girardot	Essex; No. 1. Town of Sandwich, Village of Belle River	Sandwich.
D. A. Maxwell, M.A., LL.B	Essex; No. 2, Towns of Amherstburg, Essex, Leamington, Walkerville, Windsor	Amherstburg.
William Spankie, M.D	Frontenac; Villages of Garden Island, Portsmouth	Kingston.
Donald McDiarmid, M.D	Glengarry; Village of Alexandria	Athol.
Andrew Grier	Grey, East; Towns of Meaford, Thornbury	Thornbury.
Thomas Gordon	Grey, West; Town of Owen Sound	Owen Sound.
N. W. Campbell	Grey, South; Town of Durham, Villages of Dundalk, Markdale	Durham.
Clarke Moses	Haldimand; Villages of Caledonia, Cayuga, Dunnville	Caledonia.
C. D. Curry, B.A	Haliburton; Village of Minden	Minden.
J. S. Deacon	Halton; Towns of Milton, Oakville, Villages of Acton, Burlington, Georgetown	Milton.
William Mackintosh	Hastings, North; Villages of Madoc, Stirling	Madoc.
John Johnston	Hastings, South; City of Belleville, Towns of Deseronto, Trenton	Belleville.
David Robb	Huron, North; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter	Clinton.
J. E. Tom	Huron, South; Town of Goderich, Villages of Bayfield, Exeter	Goderich.
Rev. W. H. G. Colles	Kent, East; Towns of Bothwell, Dresden, Ridgetown, Village of Thamesville	Chatham.
W. M. Nichols, B.A	Kent, West; Town of Wallaceburg, Village of Tilbury Centre,	Blenheim.
C. A. Barnes, B.A	Lambton No. 1; Villages of Alviston, Arkona, Thedford, Watford, Wyoming	London.
Jno. Brebner	Lambton No. 2; Towns of Petrolea, Sarnia, Villages of Point Edward, Oil Springs	Sarnia.
F. L. Michell, M.A	Lanark; Towns of Almonte, Carleton Place, Perth Smith's Falls, Village of Lanark	Perth.
William Johnston, M.A	Leeds No. 1; Town of Gananoque, Village of Newboro'	Athens.
Robert Kinney, M.D	Leeds No. 2, Town of Brockville	
Rev. George Blair, M.A	Leeds No. 3, and Grenville; Town of Prescott; Villages of Cardinal, Kemptville, Merrickville	Brockville. Prescott.
Frederick Burrows	Lennox and Addington; Town of Napanee, Villages of Bath, Newburgh	Napanee.
J. B. Grey	Lincoln; City of St. Catharines, Town of Niagara, Villages of Beamsville, Grimsby, Merritton, Port Dalhousie	St. Catharines.
John Dearness	Middlesex East; Villages of London West, Lucan.	London.
H. D. Johnson	Middlesex West; Towns of Parkhill, Strathroy, Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	Strathroy.

List of Inspectors.—Continued.

Name.	Jurisdiction.	Post Office.
T. O. Steele	Norfolk North ; Town of Simcoe	Simcoe.
J. J. Wadsworth, M.A., M.B	Norfolk South ; Villages of Port Dover, Waterford	Simcoe.
Edward Scarlett	Northumberland ; Town of Cobourg, Villages of Brighton, Campbellford, Colborne, Hastings.	Cobourg.
James McBrien	Ontario ; Towns of Uxbridge, Whitby, Villages of Beaverton, Cannington, Port Perry	Prince Albert.
William Carlyle	Oxford ; Towns of Ingersoll, Tilsonburg, Woodstock, Villages of Embro, Norwich	Woodstock.
Allan Embury	Peel ; Town of Brampton, Villages of Bolton, Streetsville	Brampton.
William Alexander	Perth ; City of Stratford, Towns of Listowel, Mitchell, St. Mary's, Village of Milverton	Stratford.
J. C. Brown	Peterborough ; Villages of Ashburnham, Lakefield, Norwood	Peterborough.
W. J. Summerby	Prescott and Russell ; Villages of Hawkesbury, L'Orignal, Rockland	Russell.
Odilon Dufort, (Assistant)	Prescott and Russell ; French Schools	Curran.
G. D. Platt, B.A	Prince Edward ; Town of Picton, Village of Wellington	Picton.
R. G. Scott, B.A	Renfrew ; Town of Pembroke, Villages of Arnprior, Eganville, Renfrew	Pembroke.
J. C. Morgan, M.A	Simcoe North ; Towns of Barrie, Midland, Penetanguishene	Barrie.
Rev. Thomas McKee	Simcoe South; Towns of Stayner, Alliston, Villages of Beeton, Bradford, Tottenham	Barrie.
Isaac Day	Simcoe East and Muskoka ; Towns of Orillia, Gravenhurst,	Orillia.
Alexander McNaughton	Stormont ; Town of Cornwall	Cornwall.
J. H. Knight	Victoria East ; Town of Lindsay, Villages of Bobcaygeon, Omemee	Lindsay.
Henry Reazin	Victoria West ; Town of Bracebridge, Villages of Fenelon Falls, Huntsville, Woodville	Linden Valley.
Thomas Pearce	Waterloo ; Towns of Berlin, Galt, Villages of Ayr, Elmira, Hespeler, New Hamburg, Preston	Berlin.
J. H. Ball, M.A	Welland ; Villages of Chippewa, Fort Erie, Niagara Falls South, Port Colborne	Thorold.
D. P. Clapp, B.A	Wellington North ; Towns of Harriston, Mount Forest, Palmerston, Villages of Arthur, Clifford, Drayton	Harriston.
J. J Craig	Wellington South ; Villages of Elora, Erin, Fergus	Fergus.
J. H. Smith	Wentworth ; Town of Dundas, Village of Waterdown	Ancaster.
A. B. Davidson, B.A	York North ; Towns of Aurora, Newmarket, Villages of Holland Landing, Richmond Hill	Newmarket.
David Fotheringham	York South ; Towns of North Toronto, West Toronto Junction, Villages of East Toronto, Markham, Stouffville, Weston, Woodbridge	Toronto.
Donald McCaig	District of Algoma ; Towns of Collingwood, Gore Bay, Little Current, Sault Ste. Marie, Villages of Keewatin, Rat Portage, Fort William	Collingwood.
Rev. George Grant, M.A	Districts of Nipissing and Parry Sound ; Towns of Parry Sound, North Bay ; Villages of Burk's Falls, Sundridge	Orillia.
Rev. R. Torrance	City of	Guelph.
W. H. Ballard, M.A	"	Hamilton.
W. G. Kidd	"	Kingston.
J. B. Boyle	"	London.
John C. Glashan	"	Ottawa.
John McLean	"	St. Thomas.
James L. Hughes	"	Toronto.
Rev. A. McColl	Town of	Chatham.
C. W. Chadwick	" Forest	Stratford.
Rev. James Gordon, M.A	"	Niagara Falls.
Rev. S. H. Eastman	"	Oshawa.
Rev. John Pringle, B.A	"	Port Arthur.
Thomas Hilliard	"	Waterloo.
Hon. Richard Harcourt, B.A., Q.C., M.P.P	" Thorold and Welland	Toronto.

Separate School Inspectors.

James F. White, Toronto.
Cornelius Donovan, M.A., Hamilton.

County Model School Inspector.

John J. Tilley, Toronto.

High School Inspectors.

John E. Hodgson, M.A., Toronto.
John Seath, B.A., Toronto.

Inspector of Normal Schools and Director of Teachers' Institutes.

James A. McLellan, LL.D., Toronto.

---

(2) *Extracts from Reports of Public School Inspectors.*

COUNTY OF BRANT.

Extract from Report of M. J. Kelly, Esq., M.D., Inspector.

The condition of the Schools as to order and management is generally satisfactory, and their progress in efficiency and equipment encouraging. Confined to their present and proper sphere of work they are sure to prosper, but if the subjects in the official programme of studies, already sufficiently numerous, be increased, the effect can scarcely fail to be pernicious. "Art is long and time is fleeting" is a translation by the American poet, Longfellow,—of a familiar Latin adage. The ancients recognized the fact that education like the aloe, is a plant of slow growth and that it is better "to know everything about something than something about everything." Hence it is that the masterpieces of Greek and Latin literature have never been excelled, and that he who aspires to excellence in the art of expression almost invariably chooses them as the models for his imitation. The English Poet Laureate, himself the foremost literary artist of his country, considers the author of the Æneid the unequalled master in this line, and Macaulay informs us that while engaged on his "History of England," whenever he took up "Thucydides' Peloponnesian War" he always laid the book down with a painful sense of his own inferiority. But succinctness and beauty of expression are by no means the sole merits of those writings: they are as remarkable for their clearness and profundity of thought as for their style. "Plato is philosophy" says Emerson "and philosophy is Plato." The physician of to-day with all the advantages which recent invention, discoveries and appliances have conferred upon him, may learn much from Galen and Hippocrates, and every well read lawyer knows that there is nothing of importance in modern jurisprudence the principles of which may not be found in the Institutes and Pandects of Justinian. Now, much of this excellence and thoroughness may, I think, be attributed to the systems of training in the olden times. If the range was narrow as compared with that of the present day it was the more clearly comprehended. Now the outlook is practically boundless.

"The increasing prospect tires the wondering eyes
Hills peep o'er hills and Alps on Alps arise."

Some one has attemped to group all kinds of knowledge under the three heads of MIND, MATTER, and QUANTITY, and they may be conveniently so grouped. But even if one were endowed with the phenomenal memory of a Magliabecchi or a Macaulay and a facility of acquisition like that ascribed to the half mythical "admirable Crichton" it would be impossible to overtake all the subjects under any one of the heads in an ordinary

lifetime. And so it is that this has become an age of specialists. There are specialists in our Universities ; specialists in our High Schools and Collegiate Institutes, and these are apt to consider themselves infallible in their own departments. They have not yet invaded our Public Schools, where hobbies of all kinds should be discountenanced. An extended curriculum in universities is quite in keeping, since their very name implies its existence. Greek and Latin, French and German, mathematics and English might suffice for our High Schools and Collegiate Institutes ; but our Public Schools—the "People's Colleges" as they have been called, should be confined to the teaching of the fundamental subjects of a good sound English education.

Fifty years ago, reading, spelling, writing and arithmetic were the subjects chiefly taught in the elementary Schools of this Province. Subsequently English grammar, geography and history were added, and in a few schools, pupils were carried through quadratics in algebra, and four, sometimes six—books of Euclid. The text books were various and prepared mostly in the United States, whence too came many of the teachers. In the same school might be found Daboll's, Rutger's, Adams' and Thomson's Arithmetics, while Kirkham's Grammar and Olney's Geography were favorite text books. All these, except Thomson's Arithmetic, were American books. On the Rev. Dr. Ryerson's advent to the office of Chief Superintendent of Education a marked change speedily took place. Out of comparative chaos, order was evoked. Uniformity of text books in all the public schools was insisted on and enforced. The Irish national series was introduced, which possessed the merit of completeness as well as cheapness. Better methods of instruction began to prevail, thanks to the able and accomplished masters in the new Provincial Normal School at Toronto. The much decried depository did a good work in the establishment of libraries and the distribution of prize books. But the year 1871 commences the most important epoch in the history of elementary schools in Ontario. Since that date their progress in every way has been unparalleled. School accommodation, school equipment, school work and methods of testing it,—all these have advanced beyond what the most sanguine friend of learning could have dreamed of twenty years ago. In the interval too, the several stages of intellectual growth and life have been more sharply defined. In the public schools the foundation is laid, the superstructure is the work of the High Schools and the Universities. That this foundation may be firm and deep, and not weakened by two much expansion, ought to be the hope and desire of all true friends of Canadian education.

I now proceed to particulars :

I. Attendance.

The attendance has not varied much from that of 1887–8. It will be seen that in regularity the Township of Oakland and the Town of Paris still lead the way.

	Registered.	Average.	Per cent.
Oakland	138	92	67
Onondaga	353	188	53
South Dumfries	774	404	52
Brantford	1,508	808	54
Burford	1,370	572	42
Town of Paris	610	406	67
City of Brantford	2,568	1,484	58

II. Finances.

The amount received from all sources for the support of the rural schools of the county during the year was $47,779.71 ; the amount expended on them $40,734.82 leaving a balance of $7,044.89. Besides the Legislative and Municipal grants, a considerable sum is derived from the interest on the Municipal loan fund surplus. From this source the schools of Brantford Township drew last year $3,736.02, those of Burford and Oakland smaller amounts.

III. Teachers' Certificates, Salaries, etc.

The total amount paid in salaries for the year was $24,235.67. The highest salary paid a male teacher of a rural school was $600, the average for the county was $440; the highest paid a female teacher was $450, average for the county was $296. Two teachers held first class certificates, thirty-six second class, thirty-four third class and two first class old County Board certificates. 37 had graduated from a Normal School. The number of rural schools and departments in the County is now 73, which with the 13 in Tuscaroia make a total of 86. They were open during the year an average of 210 days.

IV. School Population, Attendance, etc.

The total population of the rural sections of the county between the ages of 5 and 21 years was 4,942; registered within these ages, 4,130; total registered, 4,143; boys 2,226, girls 1,917. Average attendance first half year 2,115, second half 2,015. Attended no school during the year 11; attended less than 100 days during the year 554. The compulsory attendance clause in the School Act seems to do no good. To enforce it might be an unpopular move, and hence it is never enforced. As I have remarked in former reports the best remedy for the evil of irregular attendance would be the employment of good teachers, who would make the school room attractive, and could make their pupils feel and know that they were every hour increasing their stock of learning, and that the loss of a day was a serious matter to them.

V. Entrance and other Departmental Examinations.

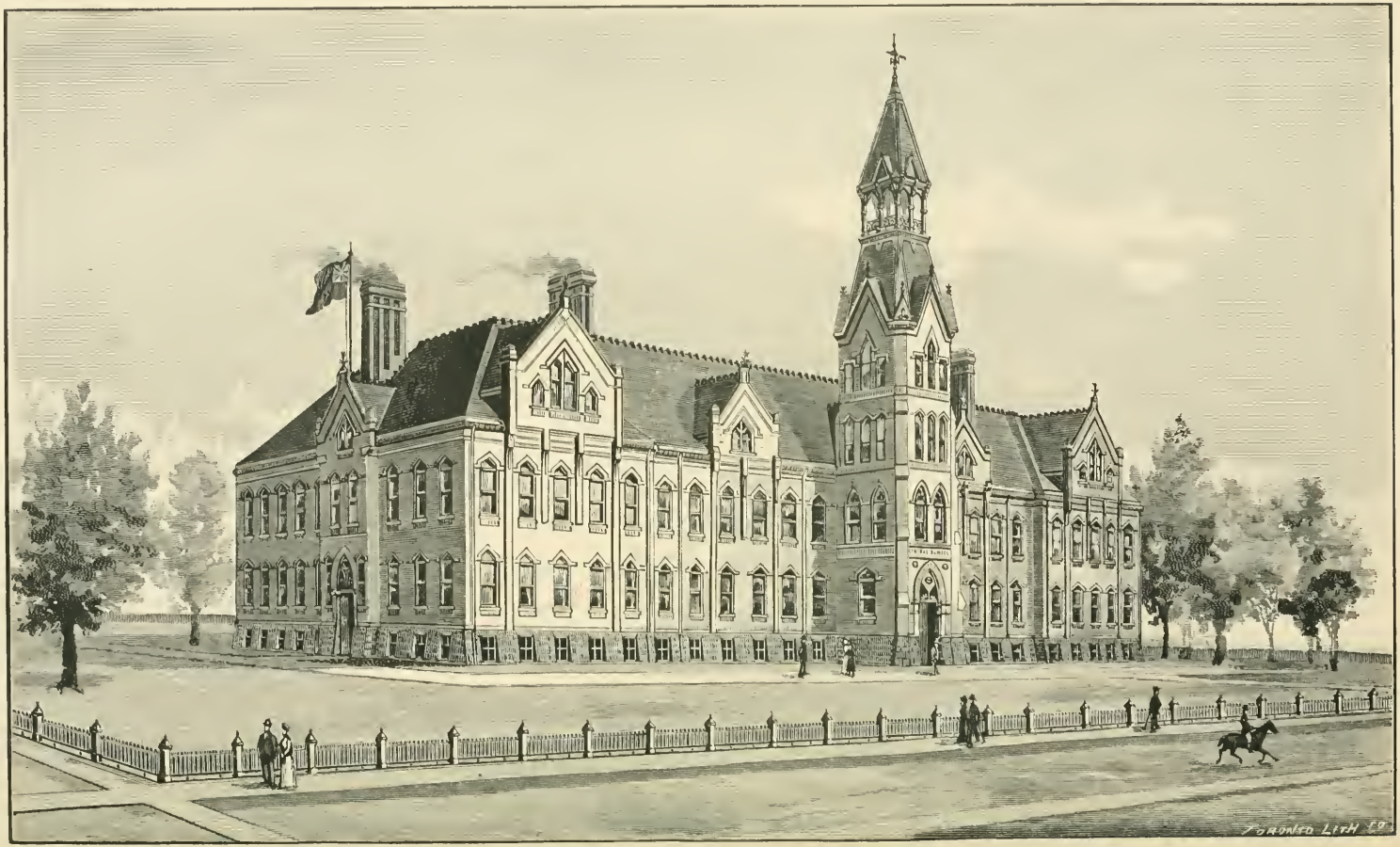
For many years back two of these entrance examinations have been held annually, in the months of July and December. The High School masters favor holding only one yearly, at midsummer, but the Public School masters and most of the Public School Inspectors prefer the present arrangement. The Department has had the question *en delibre* for some time but it seems no definite decision has yet been reached. The probability is that no change will be made at least for the present. At the two examinations the County Schools passed the number of candidates following: Mount Pleasant, 5; Mount Vernon, 4; Cainsville, 2; St. George, 8; Burford Village, 1; Onondaga Village, 4; No. 6, Onondaga, 2; No. 4, Onondaga, 2; Langford, 2; No. 16, Brantford, 2; No. 9, Brantford, 1; No. 4, Brantford, 3; No. 6, Brantford, 1; Paris Road, 1; Harrisburg, 4; Germans, 1; No. 27, South Dumfries, 1; No. 13, South Dumfries, 2; Cathcart, 4; No. 11, Burford, 3; No. 13, Burford, 2; No. 20, Burford, 1; No. 21, Burford, 2; No. 18, Burford, 1. At both examinations the rural schools crowned the list, No. 25, Burford, No. 24, Burford, (Cathcart,) and No. 5, Brantford, (Mount Pleasant,) sent up each a successful 3rd class candidate.

VI. Promotion Examinations.

These were held in March 1889. The papers prepared by the teachers of the Brantford Public Schools and of the Collegiate Institute, gave very general satisfaction. This year these examinations were held on the 24th and 25th of March. I believe the results amply repay the small cost of printing the papers.

VII. County Model School.

This school opened in September with an attendance of 12, the session lasted three months and all succeeded in passing the professional examination The most serious difficulty with which the graduates sent forth every year from this and similar training schools have to grapple is the maintenance of order, a prime essential in school management. The tyro in teaching usually commences with "moral suasion" but experience



BRANTFORD PUBLIC SCHOOL.

speedily convinces him or her that measures more drastic, are frequently necessary to curb and keep in check the sportive effervescence of youth. To the real lover of the work it may be and doubtless is a

"Delightful task, To rear the tender thought
To teach the young idea how to shoot
To pour the fresh instruction o'er the mind.

To breathe the enlivening spirit and to fix the generous purpose in the glowing breast," but to the ordinary pedagogue of either sex the task is neither easy nor delightful.

VIII. Brant County Teachers' Institute.

A very successful meeting of the Institute was held in May. The attendance was full, embracing nearly all the teachers in the County. The papers read and lessons given were of an instructive and interesting character, and it was generally conceded by those present that the meeting was one of the best in recent years.

IX. School Accommodation and Equipment.

Under this head there has been considerable improvement during the year. The trustees of No. 4, Onondaga have built a new house of white brick, with red brick dressing on a good stone foundation. A large brick porch in front is used for caps, coats, etc., windows frosted, woodwork painted drab, 2 chairs and a table for the teacher, new seats and desks. In the new section No. 3, Brantford, a fine brick house has been erected, (Grand View School), on a stone foundation several feet above the ground, at a cost of over $3,000, and another of the same material at about the same cost, in No. 14, (also a new section) the Holmedale School.

City of Brantford.

The Public Schools of the city have been doing satisfactory work during the year. When a system of schools is once established and started under favorable conditions and in the right way, if the necessary machinery and those charged with its management be not unduly interfered with, success is certain, provided always that those in charge possess ordinary discretion and common sense.

I. The total expenditure for the year was $18,882.62 ; amount expended in teachers' salaries, $10,773.30. Since the new year, the salaries have been reconsidered by the Board and considerably advanced, with as near an approach to uniformity of increase as was found practicable.

II. *Attendance, School Population, etc.*—The total number of registered pupils during the year was 2,568, boys 1,319, girls 1,249 ; average attendance for the year 1,485.

III. *Examinations.*—Two promotion examinations were held during the year just before the holidays. Printed papers were used. The senior division wrote for Entrance to the Collegiate Institute about the same time. The results were generally satisfactory. In addition written examinations are held from time to time by the teachers during each term. All this probing in quest of knowledge is further supplemented by Teachers and Inspector by frequent oral examinations. No chance for the child mind to grow fallow here. In like circumstances the cry of Roman youngsters would doubtless have been "O ! Tempora ; O ! Mores !"

Town of Paris.

The public schools of Paris are progressing satisfactorily. The staff of teachers has been reduced by one, the two divisions of the junior 3rd class having been united under a single teacher, which cannot be considered an improvement. All the schools were inspected three times during the year, each inspection occupying four days, and promotion examinations on papers prepared by the inspector were held at the close of each six

months term The senior division did very well at the entrance examination. The amount received for the support of these schools from all sources for the year was, $7,581.06. Amount expended, $4,933.88, of which $3,019.27 were for salaries. All the teachers hold 2nd class certificates. 610 names of pupils were enrolled, 295 of boys and 315 of girls. Average attendance for the year 407. The order, management and methods pursued in these schools leave little to be desired.

County of Dundas.

Extract from Report of Arthur Brown, Esq., Inspector.

Owing to the fluctation of rates from year to year caused by expenditure upon capital account, such as buildings, grounds, furniture, etc., the only fair way to make a comparison between sections is to compare the rates necessary for the payment of teachers. While not submitting an elaborate scheme to remedy the glaring inequalities in the running expenses of schools, it seems to me that a very simple and effective move in the right direction, would be for the County Councils, when levying an equivalent to the Government Grant, to levy—say two hundred dollars additional, in each Township Municipality, said two hundred dollars to be apportioned among the School Sections of such Municipality, according to the rate on the dollar necessary for teachers' salaries in the respective sections.

Receipts and Expenditure.—The total receipts of trustees for 1889 were $42,-919.60, or an increase of $660.94. The total expenditure was $38,856.48, showing an increase of $401.72. The outlay under the head of teachers' salaries was $27,962.30, an increase of $1,556.75. This increase, however, was not caused by an increase in the rate of remuneration, as you will see from another part of this report. In two or three cases trustees' returns for 1889 included payment of teachers' salaries for both 1888 and 1889, and there were two more schools in operation in 1889 than in 1888.

Teachers' Salaries and Certificates.—The number of male teachers was 47, and of female teachers 48. Of these, 27 were graduates of the Normal School, an increase of four. There were 2 Provincial 1st class, 26 Provincial 2nd class, 3 Old Co. Board 1st class, and 64 third class teachers. The average salary of male teachers was $356, as against $357 the previous year. The average salary of female teachers was $259 against $254 in 1888.

School Population and Attendance.—The total number of children enrolled was 5,381, an increase of 73, made up of 2,797 boys and 2,584 girls. The average attendance was 2,591, an increase of 87. Trustees' returns show a school population (5 to 21) of 6,324, a decrease of 288. This report of decrease is probably approximately correct. The reason that it does not appear in the number enrolled is that names once enrolled remain on the list for the year, even after the pupils have moved away.

Promotion Examinations.—The liberal dealing of the county councils with these has placed them on a secure footing. At the examinations at the close of 1887, the inspectors who set the papers thought it advisable, in the interests of thoroughness and efficiency on the part of the pupils, to make the test rather more severe than before. The result was that a more limited number of promotions were made. The good effect of that course may be seen in the increased number of promotions, and the higher standing of the schools at the last uniform and promotion examinations, although the standard of the questions was fully maintained.

Entrance Examinations.—These were held as usual at Morrisburg, Iroquois and Winchester. In all, 274 candidates wrote, and of these 128 were successful.

School Equipment.—Very gratifying progress has been made under this head. Foremost is S. S. 17 and 24 Williamsburg, (Grantley). A very commodious school-house has been erected. The grounds are nicely laid out, both the exterior and interior of the

building have been handsomely painted, and the house and grounds may be considered models of beauty and convenience. Fine school-houses have also been built in S. S. 12 Matilda, 13 Williamsburg, 7 and 16 Winchester, and a substantial and complete additional school-house in Chesterville. Very considerable improvements in grounds, fencing, setting out of trees, putting in improved desks, have been made in so many sections that it becomes difficult to particularize. In all, a great deal of attention has been paid to making the buildings, inside and out, pleasing and attractive. Very few school-houses are now without plants in the windows, and pictures and ornaments on the walls, and very few school grounds are now without trees. I am glad to report a good commencement by teachers and pupils in getting up school flags. Loyalty may, perhaps, be called merely a sentiment, but so are filial respect and brotherly affection, and our welfare, as a people, may be closely bound up with both.

The result of the work of 1889 may be summed up as follows :—increased regularity of attendance ; teachers better qualified and improving in efficiency ; a slight increase in rate of remuneration to teachers ; a better standing of the schools as to efficiency, as shown by the examinations ; and a decided improvement in the appearance and comfort of the school-houses and grounds.

County of Grey—South.

Extract from Report of N. W. Campbell, Esq., Inspector.

The event of greatest importance during the year was the holding of the County Promotion Examination on the 12th and 13th of December. Papers were printed according to your instructions, in the making of which the three Inspectors had a part. The character of the examination papers was, so far as I am aware, highly satisfactory. In this inspectorate about 450 pupils wrote for promotion from class II. to class III., and about 300 from class III. to class IV. Out of these 246 passed into the Third book and 165 into the Fourth. This proportion is quite high enough when it is remembered that two examinations were held during the year, at the former of which about as many more passed. Better grading and more efficient work cannot but result from uniform promotions, and the cordial unanimity and support of the teachers are sufficient proof that a long-felt want is at last supplied by these examinations.

Entrance examinations were held this year as follows : In Markdale, Dundalk and Durham, in July; and in Flesherton and Neustadt, in December. 40 candidates wrote in Markdale, 17 in Dundalk, 58 in Durham, 56 in Flesherton, and 22 in Neustadt, making total of 113 in July and 80 in December, from which a revenue of $97.50 accrued to the county. Of these, 19 passed in Markdale, 8 in Dundalk, 31 in Durham, 36 in Flesherton, and 15 in Neustadt. It is gratifying to note the large percentage of pupils that passed during the year. 109 passing out of 193, is considerably above the average, while in Neustadt, 15 out of 22 is a very high percentage. It is true that much of the honor of passing entrance candidates belongs to the graded schools, but in many rural schools candidates are regularly prepared, and these often do honor to their schools and their teachers by the high standing to which they attain.

The year has been one in which material improvement as well as intellectual progress has been going steadily on. Minor improvements, such as the building of porches, woodsheds and fences ; roofing, painting, cleaning, and otherwise beautifying the school premises, were done in many sections all over the inspectorate. In No. 8, Egremont, and No. 9 Artemesia, a general repair was given to the school-houses, making them look

more like new buildings than old ones. In No. 7, Osprey, the appearance and accommodation were improved by a much-needed cleaning up, and enlargement of the air-space of the school-room. In No. 10, Osprey, the new brick school-house erected in place of the one that was burned a year ago, was ready for the reception of the pupils after the summer holidays. The new building is one of the most commodious and best finished single-room school houses in South Grey, and it is a credit alike to the trustees and to the section.

Our Teachers' Institute is still in a flourishing condition. As usual, two meetings were held during the year, both of which, though the weather was unfavorable, were lively and practical meetings. Mr. William Houston, Parliamentary Librarian, Ontario, assisted us as Director at the meeting held in Durham, on October 3rd and 4th. In our Association meetings we shall sorely miss Mr. Merchant, who so often aided us by his wise counsel and ripe experience, when help from other sources could not easily be obtained. Mr. Merchant never disappointed us, no matter how pressing his own duties, and his deep sympathy with the teacher and his work, always made him a favorite in the Institute meetings of this division. We trust, however, that in his successor we shall find a man equally gifted and accommodating.

This year we have again to deplore the great number of changes which have taken place among the teachers. During 1889 seventeen changes were made, eight of the teachers leaving for other occupations or professions. In addition to these, thirty-eight changes were made at the close of the year, making in all fifty-five changes from the beginning of 1889 to the beginning of 1890.

Thirty-eight teachers, therefore, at the beginning of the present year, began to work upon new material. Some weeks or even months must elapse before all of these are down to the level of real work, for until teacher and pupils understand each other, until a bond of mutual confidence and sympathy is established between them, there can be but little work or progress.

The Model Schools of Durham and Meaford never have been in a more prosperous condition. In Durham, five regular teachers were employed during the entire summer. The work done in all the grades reflects the character and energy of the Principal, Mr. Allan, who has during the two past years won for himself an enviable reputation, not only as a teacher of the regular Public school work, but as a Model School instructor. Three candidates from this school passed the Third Class Examination last July. Fifteen candidates for Professional Certificates attended the Model School last term, and, so far as known, all have schools and are now teaching.

The Meaford school also passed through a successful year. Nothing need be said of its Model School work, as that will doubtless be reported upon by the Inspector for East Grey. But in the Public School work I am deeply interested. There are still only eight departments, though there should be nine. Owing to the rapid growth of the intermediate and junior departments, the School Board was under the necessity of renting an old church and fitting it up for two class-rooms. It need scarcely be remarked, that although it was the best the Board could do under the circumstances, yet these class-rooms are utterly unfit for school purposes. Better accommodation is required. If the Council were to grant the oft-repeated prayer for the establishment of Meaford as a High School District, the pressure in the Public School would be relieved and the present difficulty overcome. One fact in this connection should be stated. It is this: last July, six candidates from the Meaford school passed the Third Class examination. This in itself is a fact of which the Principal may be justly proud, but when it is known that this is a greater number than passed in 47 out of the 126 High School Districts in the Province, it will not be a matter of surprise if the people of Meaford indulge the hope that a High School once established there would, at an early date, rise to be one of the first in the Province.

COUNTY OF GREY—WEST.

Extract from Report of Thos. Gordon, Esq., Inspector.

In almost every case in the townships concerned in this report the matter of accommodation as to school sites and to the formation of school sections has become pretty well settled and works satisfactorily, though cases do from time to time arise, in which owing to changed circumstances, a desire arises for alterations to be made. In other respects, such as the providing of suitable school-houses and their proper equipment, constant improvement is being made, and it may be said that generally ample provision is made for the comfort and convenience of pupils. In the case of Union School Section Number One, of the townships of Holland and Sullivan, (Chatsworth Section) the school-house was burned, but in its place a finer structure has been erected, which is calculated to afford good accommodation for a long time to come. There are two cases, however, in which interference will be needed, should the trustees not of their own accord proceed to make needful changes, namely, in those of Desboro' in the township of Sullivan, and of Woodford in the township of Sydenham, in both of which the schools are crowded, and the number of children attending is beyond the limit which one teacher can reasonably be expected to suitably instruct.

As to teaching power it is unquestionable that much less time is now lost than there used to be when changes of teachers took place. The training afforded in the Model Schools and the methods of teaching therein exemplified and practised, have taught those who have passed through them the proper modes of economizing time and of conducting classes, and have led to a better system of arrangement of school work and to a better manner of maintaining necessary order and discipline.

That good results have followed is evidenced by the fact that so many school sections now send candidates to the entrance examinations for High Schools, and that so many of these succeed in passing.

The great drawback to the yet better advancement of the schools consists in the irregularity of attendance on the part of pupils. There can be no doubt, if the information obtained as the result of enquiries on this subject be reliable, that this irregularity might be greatly reduced if parents would take more interest in the subject. Anyone travelling on the public highways cannot help observing numbers of children, apparently unoccupied, whose proper place would be in the school-room. If an inference may be drawn from such a state of things it must be that the parents or guardians of such children are regardless whether they attend school or not. The following statistics will show you that this evil reaches an excessive magnitude :—

	Pupils on register.	Attended less than 20 days.	Attended from 21 to 50 days.	Attended from 51 to 100 days.	Attended from 101 to 150 days.	Attended from 151 to 200 days.	Attended from 201 days to whole year.	Average daily attendance 1st half year.	Average daily attendance 2nd half year.
Derby	559	83	117	147	122	81	9	222	204
Holland	1175	167	238	287	257	201	25	496	430
Keppel	1000	191	212	264	197	133	3	357	345
Starawak	332	52	74	100	57	48	1	126	110
Sullivan	935	109	169	242	217	148	50	394	400
Sydenham	1098	146	218	278	240	191	25	455	409

The audited Financial Statements for the several townships show that the total receipts, respectively, were : Derby, $3,460.97 ; Holland, $12,276.98 ; Keppel, $5,578.24 ; Sarawak, $1,919.23 ; Sullivan, $5,507.80 ; Sydenham, $8,185.60. And the total payments were : Derby, $3,056.01 ; Holland, $10,001.27 ; Keppel. $4,959.67 ; Sarawak, $1,640.28 ; Sullivan, $4,898.32 ; Sydenham, $7,343.63. Of which was paid to teachers : Derby, $2,573.00 ; Holland, $4,914.68 ; Keppel, $3,965.68 ; Sarawak, $1,415.00 ; Sullivan, $4,181.50 ; Sydenham, $4,743.40.

Derby—The highest salary paid to a male teacher was $475, while the average salaries were : males, $385 ; females, $290.

Holland—Highest salary to male, $450; average salaries : males, $337 ; females, $255.

Keppel—Highest salary to male, $430 ; average salaries : males, $325 ; females, $273.

Sarawak—Highest salary to male, $400; average salaries : males, $400 ; females, $254.

Sullivan—Highest salary to male, $430; average salaries : males, $400 ; females, $284.

Sydenham—Highest salary to male, $420; average salaries, males, $360; females, $287.

The cost per pupil for teachers, if computed on the number of registered pupils, will be : Derby, $4.60 ; Holland, $4.18 ; Keppel, $4.96 ; Sarawak, $4.94 ; Sullivan, $4.47 ; Sydenham, $4.32 ; while if computed on the average yearly attendance it will be : Derby, $12.00 ; Holland, $10.61 ; Keppel, $11.28 ; Sarawak, $14.07 ; Sullivan, $12.05 ; Sydenham, $10.98. The salaries of teachers must of course be paid whether the children who should be at school attend or not, but even in view of this record it seems difficult to believe that people do not seek to get better value for the money which has to be p aid out.

With respect to the progress of the pupils who were in attendance in the various schools on the occasions of my visits, I have to say that in general it has been satisfactory. The appearance of the schools, with but few exceptions, indicates that order and neatness prevail, characteristics which cannot fail to be of advantage to children in after years, whatever their condition in life may be.

The large numbers from the rural sections who attend the High School Entrance Examinations afford strong testimony that the schools are doing good work. In July, 1889, in Owen Sound, there were 110 candidates, 24 only of whom were from Owen Sound, and in December, out of 93 who attended but 39 were from Owen Sound.

COUNTY OF GREY—EAST.

Extract from Report A. Grier, Esq., Inspector.

SUMMARY STATEMENT OF FINANCES.

Receipts from all sources.

Township of St. Vincent	$5,758 74	Balance on hand	$ 596 57
" Euphrasia	7,810 35	" "	503 26
" Collingwood	8,325 44	" "	1,405 00
Town of Thornbury	2,226 20	" "	103 54

Average cost per pupil.

Township of St. Vincent	$4 58
" Euphrasia	6 41
" Collingwood	7 06
Town of Thornbury	6 50

Average per pupil in the counties of the Province, $6.96 ; for cities, $12.87 ; for towns, $7.56 ; or an average of $7.75 per pupil for the Province.

Highest salary paid Male Teachers.

Township of St. Vincent	$450 00	Average salary	$332 00
" Euphrasia	400 00	" "	336 60
" Collingwood	500 00	" "	378 00
Town of Thornbury	500 00	" "	390 00

Average salary of Female Teachers.

Township of St. Vincent	$263 27
" Euphrasia	262 45
" Collingwood	296 87

Teachers' Certificates.

Sixty Teachers were employed, and two monitors or assistants during the year 1889, and sixty teachers are now employed, with the following grades of certificates: 24 Provincial Second Class, 1 Old County Board Second Class, and 35 Third Class Certificates.

Summary of School population and attendance.

Total number of pupils of all ages entered on the daily registers during the year 1889: Township of St. Vincent, 1,258; Euphrasia, 1,218; Collingwood, 1,172; and Thornbury, 400; total for the four municipalities, 4,048. Of this number 463 attended less than 20 days during the year; 736 between 20 and 50 days (inclusive) during the year; 834 between 51 and 100 days (inclusive) during the year; 753 between 101 and 150 (inclusive) during the year; 800 between 151 and 200 (inclusive) during the year; and 462 between 201 days and the whole year.

All the schools are in a good state of efficiency and making satisfactory progress.

Meaford Model School was omitted in my last report. There were 18 students in attendance at the Meaford Model School during the session of 1889, and all passed the professional examination and were granted Third Class Certificates by the Board of Examiners.

County of Halton.

Extract from Report of J. S. Deacon, Esq., Inspector.

Inspection.

Every school and department were visited twice, some three or four times, during the year. My official visits for the year numbered 200. The course pursued was similar to that outlined in my previous reports. An unusually large number of schools and departments were unfortunate in getting inexperienced and badly trained teachers to follow successful ones. The result was a change or succession of changes *with'n* the year. The retrograde in some departments has been so serious that many months of earnest work will be required to bring the standing up to its normal condition Notwithstanding these and other hindrances, our schools average a high standard of scholarship, discipline and general culture. Improved methods are employed in every *grade*, and in every branch of study. The art of *teaching* is advancing rapidly every year. Even the object sought differs widely from that of former days. To illustrate briefly: *definitions* no longer form the foundations of knowledge in any study, but are developed from what pupils have already learned of the subject. *Ideas* find expression in words. Words have been erroneously supposed to represent ideas. *Teaching* has taken the place that *telling* once occupied. The ability to speak and write correctly is recognized to be of much greater value than the rules and definitions of formal Grammar, to say nothing of *parsing*. An accurate knowledge of business forms and of Commercial Arithmetic is much more useful to the average youth than the most intimate acquaintance with Complex Fractions, Circulating Decimals, or impossible problems reaching beyond the range of practical utility.

In discipline likewise, a great change has taken place. Instead of *repressing* the activities of childhood, the progressive teacher wisely directs them into channels of usefulness, thus promoting by a pleasant variety of employment, the child's mental and moral development. Eighty per cent. of our teachers maintain excellent order, and many of their schools bear no evidence that it costs any effort. Teachers and pupils are *interested* in their work, and no time is left for disorder.

Teachers, Certificates, Salaries and Changes.

(*a*) Eighty-nine teachers were employed—46 ladies and 43 gentlemen.

(*b*) Three teachers held First Class Certificates, 40 Second, 45 Third, and 1 First Old Standard.)

(*c*) The highest salary paid a male teacher was $700 ; the lowest $280. The highest salary received by a female teacher was $475, the lowest $200. The average salary paid male teachers was $424—decrease $12 ; of female teachers $299—increase $14.

(*d*) There were 14 changes in August and 28 in December. Ten of these changes are due to expiration of certificates. Eleven positions were filled by our Model Students of 1889. These changes have introduced to our county only nine teachers from other counties. Of the 89 teachers employed, 61 were trained in Halton.

School Visits and Public Examinations.

(*a*) There were 2,558 visits—increase 23 ; by Trustees 289—decrease 5.

(*b*) The number of public examinations was 90—increase 9. The teachers in 5 and 8, Nassagaweya ; 2, 4, 6 and 12, Nelson ; 4, 6, 9, 10, 12 and A. E., Esquesing ; 2, 8, 9, 10, 11, 12, 17 and 18, Trafalgar, held no public examination during 1889. Ten of these are teachers of more than average ability ; it is to be regretted that they do not invite the public to see the result of their labors, at least annually. For the first time, however, we can report an average of more than one public examination for each school and department.

A substantial and commodious stone school house (30x40 ft.), has been completed in Lowville (S. S. 9, Nelson,) at a cost of about $1,300. A brick school house near Freeman, in the newly formed section (14 Nelson), costing $2,000. It is the first of our rural school houses to be heated by a furnace, and the *only one* in the county provided with *slate* blackboards. The architecture and appointments are first class in every respect. It has decidedly the *handsomest* and *best* single school room in Halton. The commodious brick school house in No. 4, Nelson (Fisher's), has been completely renovated and presents (inside) a very handsome and pleasant appearance. The woodwork of exterior and interior was repainted : the ceiling and walls *painted*, the former pink, the latter dark drab, and ornamented with fancy border ; the desks and seats were painted dark brown and varnished ; renewed blackboards, a repaired floor and new pump complete this commendable list. New desks and seats were placed in two rooms of Georgetown Public School ; also in Nos. 2 and 3, Nassagaweya. The old fashioned board desk is almost extinct in this county. Minor improvements in other sections :

Nassagaweya.—No. 2, maple floor, woodwork painted, new desks (Preston) for pupils and teacher ; No. 3, maple floor, wainscot painted, new desks (Preston) for pupils and teacher, eavetroughs, class lines laid, coat hooks, etc. ; No. 6, spring rollers and blinds ; No. 9, new fence around part of grounds, teacher's residence re-shingled.

Nelson.—No. 1, yard levelled and walks laid ; No. 11, new walks at front and one side, fence improved.

Trafalgar.—No. 1, eavetroughs, drain from foundation, new blackboards and 20 maple trees ; No. 10, repairs to floor and pump; No. 15, house re-shingled, well stoned.

ESQUESING.—No. 4, pump repaired; No. 7, new platform and gates, yard levelled; total cost $70; No. 8, map of Canada; No. 9, new desks; No. 15, new globe and two pictures; No. A. E., woodwork painted outside and inside; ceiling and walls tastefully calsomined and frescoed.

School Population and Attendance.

(*a*) The population of school age (5 to 21 years) was 7,019—decrease 11.

(*b*) The number between the ages of 7 and 13 not attending any school is reported to be 26, but this is probably less than the actual number. The number between 7 and 13 attending less than 100 days in the year is 825—decrease 59. On account of removals and errors in reporting this number is probably greater than the true one.

(*c*) There were 5,346 pupils enrolled on the School Registers—decrease 79. First Reader, Part I, 1,242; Part II, 907; Second Reader, 964; Third, 1,079; Fourth, 990; Fifth, 164. The number in Drawing was 5,266; Drill and Calisthenics, 2,753; Music, 2,611; Temperance and Hygiene, 2,512 (increase 1,198.) Average attendance, first half year, 2,893; second half, 2,648.

(*d*) The percentage of attendance compared with the number enrolled was in Milton 65½, Acton 59½, Georgetown 59 1/10, Oakville 58, Burlington 56, Nelson 51, Esquesing 48½, Trafalgar 48, Nassagaweya 44 and the entire county 51 3/5.

Departmental Examinations.

At the Teachers' Non-professional Examinations held at Oakville, Milton and Georgetown in July there were 56 third class candidates, 20 seconds and two matriculants. At the H. S. entrance examinations in July there were 122 candidates, of whom 86 passed; in December, 89. of whom 58 passed. Total for the year, 211, of whom 144, or 68 per cent. passed. Oakville had 47 candidates, Georgetown 66 and Milton 98.

Model School.

When model schools were established is 1877, the term lasted only eight weeks; a few years later it was extended to thirteen weeks and in 1888 to fifteen weeks. Some are urging a further extension to six months or one year. The model school at Milton improves in efficiency every year. The regular staff, with one exception, has received its education and training here. The principal and every assistant present in their daily work throughout the year, models of industry and successful teaching. Recognizing the importance of the model school work in relation to the schools of our county, I spent three or four times as much time therein as the law required, in order that I might become fully acquainted with the ability and industry of candidates for certificates. There were in attendance ten ladies and eleven gentlemen, all of whom passed a creditable examination and received third class certificates. At a recent convention of P. S. Inspectors it was unanimously resolved to request the Hon. the Minister of Education to make third class certificates valid only in the county where granted (unless endorsed by the inspector). This would tend to our advantage, for our own students are often crowded out by those whose services (to us at least) are less valuable.

Teachers' Institute.

As usual, the Institute held two session of two days each. The attendance and interest were well maintained and much practical benefit derived by all who attended. Our own teachers have taken a large share of the work and have contributed very materially towards making these meetings a success.

Miscellaneous.

Religious instruction (Regulation 206) was reported as given in two schools. Every school was opened or closed with devotional exercises; the Scripture Readings were used in 54 schools, the Bible in 42, and prayers in 84. In my report of last year, reference was made to the great inequality of taxation in the several sections of the same township, the highest being 4½ times as great as the lowest. The P. S. Inspectors, in convention assembled, requested the Government to amend Sec. 117 of the P. S. Act, so as to make it compulsory for township councils to raise $200 for each school and $100 for each department, by a general rate upon each township. The compulsory clauses relating to attendance of pupils between 7 and 13 years of age should be made more workable.

COUNTY OF LANARK.

Extract from Report of F. L. Michell, Esq., Inspector.

In accordance with the line of action mapped out in the preceding reports, I have appealed to the trustees to provide for the health and comfort of the pupils placed under their charge by giving due attention to cleanliness, sufficiency of air space, ventilation, etc. My appeals have in many cases met with hearty response, but too often the response has been either half-hearted or not forthcoming. If it is the duty of those who administer the affairs of the Province to see that institutions for the use of criminals are satisfactory in these particulars, how much greater is the obligation in the case of schools erected, as they are, for the development of all that is best in the future citizens of our country. Many schools in this enlightened county are never cleaned unless under compulsion, while our jails and lockups are kept in excellent condition. The improvement has been great in these respects, but more general attention must be give to matters of such importance before satisfaction will be attained.

The teaching is gradually improving, owing to the application of scientific methods of instruction and government.

I sincerely hope that the watchword of the good old county will be "onward" in educational affairs, for it is universally conceded that success in any art is in direct proportion to the intelligence and knowledge of those practising it, and the most superficial observer must be aware of room for improvement in these particulars.

Statement of Finances.

The entire income for school purposes for the rural schools and schools in villages of Lanark and Carleton Place, was $60,484.90, composed of $3,723.00 from the Legislative grant, an equal amount from the municipal grant. $448.00 from the Provincial Poor School Fund, $250.00 from the County Poor School grant, and the remainder from the Trustees' special tax. The generous action of the County Council, coupled with the still more generous assistance of the Department of Education, has enabled the poor schools to keep open during the entire year, and has given to these sections some measure of educational facility. I regret to state that some of the wealthier sections take advantage of the necessity that compels us to issue district certificates for these poor schools, and

by delaying the engagement of regularly qualified teachers, compel us to grant temporary certificates in cases where, if due attention were given, such irregular proceedings would not have to be resorted to.

——	Expenditure for School purposes.	Expenditure for teachers' salaries.	Cost of teaching each pupil.
	$ c.	c.	$ c.
Bathurst	4,488 88	3,325 67	6 18
Beckwith and Carleton Place	14,015 74	6,765	5 39
Burgess, North	1,056 43	683 00	3 05
Dalhousie and N. Sherbrooke	3,932 21	2,751 00	4 50
Darling	1,034 23	764 26	4 15
Drummond	3,481 74	2,507 00	5 44
Elmsley North	2,180 27	1,460 30	4 03
Lanark and Village	12,300 26	3,546 40	5 30
Lavant	1,497 62	926 87	4 63
Montague	3,899 74	2,883 65	5 12
Pakenham	4,412 33	3,050 91	5 62
Ramsay	5,992 42	3,817 42	6 10
Sherbrooke, South	1,751 23	1,389 93	05
Carleton Place	9,433 11	3,367 86	4 25
Lanark Village	9,013 51	1,105 00	4 95

The average cost of educating each pupil in the county was $5.15. This does not include cost of building school houses, heating, etc.

The total balance on hand at the beginning of this year was $4,746.78, or about $40 per school. In many schools the amount of cash on hand is so small that only the school grants are available to make payments to teachers, to repair the school (if necessary), and to supply requisites for keeping the school in operation. This want of a small fund of ready cash hampers too many of the schools.

The rates of taxation appear to be larger this year, and the assessed value of the property lower. This is owing entirely to the exemption of much *personal* property from taxation. Some years ago it was pointed out that the provincial school grant is divided in the proportion of the population of the municipalities, and the attention of your honorable body was directed to the importance of care and attention on the part of assessors when performing this part of their duty. I find that these columns are yet, in too many instances, either hastily or imperfectly filled, as quite often the return from the clerk differs considerably from those from the schools. The larger the population, the larger the grant to the municipality.

Salaries and Qualifications.

The number of teachers employed in 1889 was 148: 3 First Class Certificates; 12 Second Class Certificates; 105 Provincial 3rd Class; and 28 District Thirds. The highest salary paid to a male teacher was $600 in each of the schools at Carleton Place and Pakenham.

The average salary paid to male teachers was $355; to females $211. I regret to have to report a too great tendency on the part of Trustees to engage young, inexperienced, and often unqualified teachers, thus driving out the experienced and well-trained teacher, or rendering the emolument so small that there is no inducement for the energetic and ambitious to remain in the profession. The number of male teachers engaged in teaching is becoming less year by year. This is an absolute loss to the country, as the adult pupils do not attend where the school is under the charge of youthful teachers. The number of Provincial Certificates is much smaller than it ought to be in a county of the wealth and intelligence of Lanark.

School Population and Attendance.

The report shows 6,496 pupils attending the rural and village schools in 1889: 3,360 boys, and 3,136 girls. The school census shows a school population of 8,573, thus proving that a large number of the older pupils are not at school. I trust that in the not distant future special provision will be made for training this partially-educated part of our population. In my opinion we shall reach these neglected ones through the engagement of well-trained adult teachers in our best schools, and by a special course of instruction suited to their requirements. The attendance may be presented thus: 543 attended less than 20 days; 1,030 between 21 and 50 days; 1,399 between 51 and 100 days; 1,360 between 101 and 150 days; 1,769 between 151 and 200 days; and 395 attended over 200 days. (The school year consisted of 219 days in 1889.) Between the ages of 7 and 13 the report shows 40 as not attending at all, and 1,565 as attending less than the 100 days required by law. It need not be pointed out that compulsion is not resorted to in this county. Attendance is voluntary, and the results reflect credit on the intelligence of the people and the excellence of a system that by its merits draws out so many pupils. It seems to me, however, that in the interest of the children of careless, shiftless parents a practical "compulsory law" should be passed and properly administered.

The schools were kept open on an average of 210 days during the year, a record creditable to the county. Dalhousie leads in this respect with an average of 215 days. Darling is last—average 193.

Classification of Pupils.

This is the most unsatisfactory portion of my work. Pupils are promoted without due attention to fitness, and this works detriment both to the pupils and the system. A properly conducted uniform system of promotion examinations will have to be established before this evil is eradicated. According to the present report there were 1,508 in 1st Reader Part I.; 1,063 in 1st Reader Part II.; 1,305 in II. Reader; 1,498 in III. Reader; 1,045 in IV. Reader; and only 77 in V. Reader. It will be seen from this that many leave school permanently before they reach the Fourth Form, and very little Fifth Form work is done in any of our public schools. I hope the time is not distant when Trustees will take advantage of the power vested in them of modifying the school programme so as to have a class of adult pupils at school during the winter months. Such an arrangement would render our system both more popular and more useful.

Subjects of Instruction.

According to the last preceding classification, the great majority of the pupils are in the so-called lower classes of our public schools. In very few of the rural schools is there anything beyond the barest rudiments taught. The schools in the villages of Lanark and Pakenham have regular Fifth Classes attending, and it is in these that any really High School work is done. The work along the line of the Public School programme is generally fairly done. English grammar is not yet receiving due attention, and history as taught by too many of our teachers would be better left untouched. The text-book on agriculture has not been issued yet. Systematic lessons in calisthenics are more generally given, and are beneficial both in themselves and as disciplinary agents. Music

is not taught in many of our schools, partly through ignorance of the subject by the teachers, partly through ignorance of the place and use of this subject on the programme by Trustees. It is not intended to make professional musicians, but to cultivate the ear to harmony, to improve and develop the vocal organs, and to afford a pleasant break occasionally in the dull monotony of school work. The course of the Model School embraces instruction in this subject, and candidates receive sufficient information to enable them to carry on the teaching of it if they desire to do so. 74 are reported as studying book-keeping; 86 algebra; 37 geometry; 25 botany; 26 physics.

School Houses—School Sites.

The school buildings are in much the same condition as at last report—buildings generally satisfactory. The good people of the village of Lanark rarely do anything half-heartedly. Witness their pioneer iron bridge, their steam fire engine, etc. This year they have added the greatest improvement of them all, in the shape of a handsome, substantial stone building for four departments—a building that does credit to so wealthy and intelligent a corporation.

The estimated value of the school sites and buildings of the County for 1889, was $95,360; of furniture and equipment, $14,195.

Miscellaneous.

The Scripture Readings are used in 108 schools, and the Bible in 26, and in 3 religious instruction is imparted in accordance with regulation 206.

There were 148 school examinations held during the year, and in only 41 schools were prizes distributed. In both these respects, improvement is desirable. It must be confessed, however, that too many of the parents exhibit an apathy in school affairs, disastrous alike to the teachers and to the pupils. More interest, more sympathy, more real knowledge of the wants and ends of this public school system are the great desiderata to permanent progressive success.

At the July Entrance Examination, 229 pupils presented themselves, and 145 were successful. In December 183 wrote, and 113 succeeded in passing.

The Teachers' Association was held in Perth, and was in many respects a useful meeting. The attendance was good, and sessions regularly attended. The fees and grants to the Association are used in defraying incidental expenses and in aiding the members to provide themselves with school periodicals for use in the schools.

The Model School continues to be conducted by Mr. Jaques, a thoroughly competent and conscientious Principal. His methods are well received by the teachers-in-training, and it is the unanimous opinion of those cognizant of the work done in the school, that the course of training there received is of inestimable value to young teachers, enabling them to enter upon the important work of teaching at least partially equipped with a knowledge of the underlying principles of intellectual and physical development.

Our High Schools occupy a position of which we as a county may well be proud. The attendance is large, the equipment greatly improved, and the teaching of so high a character that at his last visit the High School Inspector gave nearly all the Departments "first rank."

In conclusion, it gives me pleasure to state that the system of public instruction of the county is good. Such must be admitted, when pupils graduate from our public schools at the age of 11 and 12 years better grounded in the essentials of learning than the preceding generation at 20. But it is not alone the essentials that the state demands from the school. The latter exists for the well-being of society, and its exalted object is the formation of good citizens of men and women, trained in intellect, strong physically and pure in heart. "Unless your cask is perfectly clean, whatever you pour into it turns sour," says Horace. How prone are we to blame the pure contents and exculpate the unclean cask. Educators are but sowers, and so long as the world exists as at present some seed will fall upon the rocks, some will be taken by the birds, and some will produce an abundant harvest.

COUNTY OF MIDDLESEX.—EAST.

Extract from Report of J. Dearness, Esq., Inspector.

Expenditure.

The total cost of the schools in the division for the year was $55,858.36, of which $5,097.40 was paid for building and sites. Compared with the previous year there is a slight increase—less than $94. The balance carried over to begin the year is the largest yet recorded, $11,526.28, an increase over 1888 of $2,081.34. The increase under this head indicates the tendency to comply with the provision of section 40 (4) of the school law which directs the trustees to provide for the quarterly payment of teachers' salaries. A number of sections are carrying their balances in the savings banks, but in case of loss the trustees may be held liable, although where the ratepayers at the annual meeting, notice having been given, choose a bank to hold their funds direct, the trustees to deposit such there and apply the interest to the school revenue, it would seem unreasonable to hold the trustees or their secretary-treasurer responsible for loss. However, a dissenting ratepayer could establish his right to indemnification on the grounds that the trustees are obliged by law to exact security of the holders of school moneys, otherwise they become personally responsible. It is safer, and now that money on school security can be got from five to six per cent., perhaps, as cheap for trustees to discount their notes, making them payable in December.

In this connection there is one point which I am glad to be able to bring up. Section 125 of the school law reads, "All sums levied and collected by the municipal council of any township shall be paid over to the secretary-treasurer of the board of trustees without any deduction whatever on or before the fifteenth day of December in each year." Of late years I have heard complaints, and the number is increasing, of trustees who say they cannot get their money, or enough of it, in time to settle all their accounts and make a full report to the annual meeting. The usual reason assigned is that collectors report lack of funds owing to the tardiness of taxpayers. The need of trustees to have their money in hand by the 20th of December, and the legal obligation on councils to have it ready for them by the 15th, could be used to stimulate the collecting machinery. Trustees reading this are reminded that township clerks are put to inconvenience and trouble by the neglect of some boards to forward their estimates in time for the August meeting of the councils.

——	Total expenditure for all school purposes.	Total for Teachers' salaries.	Average Expenditure on Basis of Teachers' Salaries.	
			Per unit of average attendance in 1st half year.	Per registered pupil.
Biddulph	$ 4,575 00	$ 3,712 55	$ 9 01	$5 71
Delaware	2,281 94	2,313 75	9 45	5 16
Dorchester, N.	7,927 11	5,143 45	9 59	5 66
London	15,016 40	10,975 97	11 20	5 78
Nissouri, W.	5,548 61	4,096 00	9 09	4 84
Westminster	9,364 42	7,271 54	10 01	5 61
London, South	5,240 88	3,064 75	8 07	4 62
London, West	4,044 37	2,017 47	8 03	3 40
Lucan	1,319 54	1,089 50	7 62	4 61

On an average the expenses for fuel, janitor's duties and small repairs are about one-fifth the amount paid in teachers' salaries.

The sums paid for sweeping and cleaning the school room vary greatly. A school room both for hygienic and educative reasons ought to be a pattern of cleanliness. Many school rooms in East Middlesex were kept very clean and tidy during the past winter, notwithstanding the unusual muddiness of roads and yards, but from my reports I could make out too long a list of those that are not kept as they should be even in favorable weather. There are a few boards of trustees, not more than ten, that have not yet made provision for the sweeping and dusting of the room other than leaving it to the children to do at noon hour.

Equalization of Taxation.

In my last report I quoted the lowest and the highest rate paid on $1,000 of assessment in each of the townships. From these figures it could easily be deduced that in 1888

Biddulph	No.	12	paid about	2½	times as many	mills on the $ as	No.	2
Delaware	"	2	"	3	"	"	No.	19
Dorchester, N	"	4	"	2	"	"	No.	14
London	"	22	"	3	"	"	No.	2
Nissouri, W.	"	5	"	2	"	"	No.	6
Westminster	"	22	"	3	"	"	No.	8

This great disparity in the rate of taxation in the different sections is the weakest point in the school system. The above table shows that the inequality in the burden of taxation is very grave in East Middlesex, but it appears in a more aggravated form in many other counties that I know of. Different remedies have been proposed. Township boards of trustees would entirely remedy this evil, but that method of administering school affairs seems to be repugnant to the people. The scheme that is at present most favorably considered proposes three things :

1. That the amount of the government grant be increased, and that the basis of distributing it be amended.

2. That a uniform grant of say $100 per school be made from the general funds of the township.

3. That a uniform grant of say $100 per school be paid from the county funds.

These means would raise from $250 to $300 per school by nearly uniform taxation, and thereby reduce the disparity in the rate of taxation between the weak and the strong sections to a very small fraction. I wish to press this scheme on the attention of the Minister of Education, and so far as I am aware the more it is argued the more favorably it seems to be entertained.

Teachers.

At the beginning of the present year there was for the first time in at least five years a scarcity of teachers, and to keep the schools in operation two or three temporary extensions were granted. These extensions are given by the Education Department on the request of the trustees who certify that after due diligence they have failed to obtain a suitably qualified teacher.

Three of the teachers in the division hold first class provincial certificates; 62 have been trained at the Toronto or Ottawa Normal Schools.

There is a falling off in the average salary paid male teachers of $2 and an increase in the average paid lady teachers of $19.

	Average salary paid Male Teachers.		Average salary paid Female Teachers.		Highest salary paid.
	1889.	1883.	1889.	1883.	1889.
Biddulph	$456	$422	$332	$276	$500
Delaware	490	470	271	308	500
Dorchester, N	412	400	303	309	500
London	414	475	321	319	500
Nissouri, W	396	416	302	330	460
Westminster	428	441	333	331	500

Lucan paid its head master $600, London West, $600, and London South, $800. The assistants in Lucan averaged $270, in London West, $300, and in London South, $323.

The female teachers outnumber the males in the proportion of nearly five to three. The chief reason is found in the stringency of the times. The lady teachers accept lower salaries than the men and are consequently selected to fill the places.

	Pupils.		Number of children between 7 and 13 years of age as returned by the Assessor.	Number of Children Between 7 and 13 Years of Age as Returned by the Trustees.	
	School population from 5 to 21 years as enumerated by the assessor.	Number entered on the registers of the Schools.		As attending less than 100 days.	As not attending any school.
Biddulph	854	650	421	65	.....
Delaware	241	448	210	28	.....
Dorchester, N	1,058	908	447	98	1
London	2,465	1,896	975	363	34
Nissouri, W	1.133	846	553	150	.....
Westminster	1,541	1,296	687	207	4
Total exclusive of the Inc. Vill	7,292	6,044	3,293	911	39

Last year there were 982 pupils reported as attending less than 100 days; these figures include removals—pupils who may attend in two or more schools enough days to exceed 100, but owing to removal of residence are reported from two or three schools as attending less than the required minimum.

The number not attending any school is reduced from 95 to 39. The clauses of the law relating to compulsory education are inoperative and in their present shape impracticable of enforcement, even though trustees were willing to discharge a necessary but unpleasant duty.

Attendance.

The number of pupils entered on the registers continues to show a decrease, which this year amounts to 195. Eleven years ago, exclusive of London East, 8,640 names were recorded on the registers; last year the total was 7,539. If London South and London West, which have largely increased their school population, were not taken into account, the decrease in the purely rural sections would be still more striking.

	Average attendance.	Percentage that the average attendance bears to the whole number enrolled.		
		1889.	1888.	1881.
Biddulph	369	56	55	46
Delaware	231	51	54	44
Dorchester, N	507	56	56	40
London	845	45	44	46
Nissouri, W	427	50	53	51
Westminster	676	52	54	49
Lucan	135	57	68	48
London, West	286	.....	50	.....
London, South	364	55	60	.....
Whole Division	3840	49	52	47

School Buildings.

No other person than an inspector going out and in different schools, as he does all the year round, and noting the effects of foul air and fresh air on the pupils and on his own feelings, can be more strongly impressed with the paramount importance of good ventilation for the school room. In an atmosphere impoverished of oxygen, charged with chalk dust, floor dust, and the exhalations from the lungs and bodies of thirty or forty occupants of the room, it is impossible that children can either thrive well or study well. The better and tighter the buildings are made the worse they are for ventilation, if provision is not made to draw out the foul air and supply its place with pure life-giving air from out doors.

Theoretically there is no other plan so practical and economical as to heat and ventilate by furnaces, and in most of the new schools recently erected basements are excavated to receive a furnace. But the very large majority of schools in the division are comparatively new buildings and constructed without any reference to furnace heating, and will for many years to come continue to be heated by stoves, although at the last annual meeting, in two sections the trustees were empowered to excavate under the present school houses and to have a furnace put in.

School boards that will not or cannot get a furnace could easily, and with incalculable advantage, follow the example set by No. 15, Dorchester, N. No other school in the division was formerly worse ventilated, and except those having furnaces, no other is now so well ventilated as No. 15. The means employed are cheap, simple and comparatively effective. A galvanized iron shaft of about one foot in diameter is carried from near the floor at the back of the room, heated by being led along (and for six or eight feet of the way enclosing) the stovepipe and then taken up through the ridge of the roof. There is

through this shaft a strong current of foul fair constantly drawn off while the stovepipe is warm. The fresh air is brought in by a duct passing under the floor into a jacket enclosing the upright part of the stovepipe. The cost did not exceed $20. I drew a plan for No. 10, Westminster, that I think would be more convenient and effective and would look neater. Two foul air shafts with oblong cross section were carried from near the floor, one near each corner, so as not to obstruct the blackboard, and led into a shaft hugging the stovepipe (half enclosing it) its whole length, and taken out through the ridge over the stove. The fresh air is brought in through a duct made by flooring two joists passing under the stove from side to side of the building, and opening it into a chamber heated by half the bottom, the back, and half the top of the stove and three or four feet of the pipe. The estimate for this did not exceed $25.

I said *theoretically* the furnace system of ventilating and heating is the best. At the present time I regret to state that the only furnace giving perfect satisfaction in this division is that in the new High School in Lucan, put in by the Smead, Dowd Co. at a cost of $850, exclusive of the closets.

Two Doherty (Sarnia) furnaces were put in the London West school to heat five rooms, but although last winter was mild the stoves had to be brought back to aid in making some of the rooms habitable. One of these two furnaces is said to work fairly. The other does not.

In the fine new school house at Harrietsville, a Copp Bros., (Hamilton) furnace was put in. I cannot say whether the furnace would be efficient or not if it had a fair chance, but it was so badly connected with the rooms, that it neither heated nor ventilated them properly. I found that some of the foul air ducts that entered the ventilating shaft were not connected with the room, others that should have entered the foul shaft were turned into the fresh air chamber. I heard the county engineer remark that the reason the Smead Company is surpassing all its competitors is not so much in the superiority of its furnace as in the care it takes to secure the proper building in and fitting of the furnace, as well as the adequacy and suitability of the means of ventilation from basement to summit. I strongly advise trustees contracting with furnace makers to stipulate for no payment until the furnace has given one winter's satisfactory work.

The opening of the new High School at Lucan is an event of the year worthy of mention. It has saved the establishing of an additional room in the Lucan Public School which was becoming overcrowded, and it has relieved several schools in the northern part of the division from continuing fifth class work, thereby enabling the teacher to give more time and attention to the public school work proper. The edifice is imposing, harmonious and beautiful outside and in ; it is admirably lighted, heated and ventilated ; and the students in attendance, with whom I have conversed, speak as highly of the teaching as of the accommodation. It started at New Year's with two masters and an attendance of 70 students. A third teacher will be required after the holidays. The people of Lucan may well be proud of their High School.

I take this opportunity to acknowledge the general heartiness with which teachers and trustees enter into plans for the advancement of our schools.

COUNTY OF MIDDLESEX.—WEST.

Extract from Report of H. D. Johnson, Esq., Inspector.

Including the towns of Parkhill and Strathroy there were 98 schools, employing 128 teachers (the kindergarten teacher in Strathroy is included in this number), which gave instruction to 7,444 children. The control and management of these schools were chiefly in the hands of about 325 trustees that directed their operations according to the school law and departmental regulations.

The total expenditure during the year was $62,195.82; for 1888 it was $60,770.56; an increase of $1,425.26: Parkhill paid $2,574.98; Strathroy $6,285.93; the balance was paid by the incorporated villages and the townships in the inspectorate, amounting to $53,334.91. Of this large sum the Government furnished $4,113.85, and the balance, except a few dollars from other sources, came from taxation of the municipalities. Are the results commensurate with the expenditure? If so, the ratepayers have reason to congratulate themselves on having elected trustees that were faithful to their trust. For be it remembered that the trustees engaged the teachers, and the schools and their results are but reflections of the teachers. If not, the ratepayers are responsible for not having selected proper persons as trustees.

In order to give you a succinct and comparative view of the financial efforts put forth by each municipality to educate its youth, I submit the following:

——	Expenditure for school purposes.	Expenditure for teachers' salaries.	No. of teachers employed.	Average per teacher.
Adelaide	$5,638 41	$4,687 92	13	$433 72
Caradoc	10,406 37	5,823 97	17	612 14
Ekfrid	4,956 86	4,260 00	11	450 62
Lobo	5,093 57	3,487 11	10	509 35
McGillivray	5,672 16	4,983 20	14	405 15
Metcalfe	4,046 56	3,372 50	9	449 61
Mosa	4,159 37	2,410 94	7	594 19
Williams, East	2,839 99	2,287 89	7	405 71
Williams, West	4,317 73	2,261 64	7	616 81
Strathroy	6,285 93	4,549 99	11	571 45
Parkhill	2,574 98	2,075 00	6	429 16
Ailsa Craig	1,778 70	1,100 00	3	592 92
Newbury	835 65	750 00	2	417 82
Wardsville	723 00	720 00	2	361 50
Glencoe	3,866 54	953 61	3	1,288 85

The average cost per teacher was $505.65. Glencoe, West Williams, and Caradoc are much above this, but Glencoe added to its school accommodation two new rooms handsomely furnished, and also improved the outside building. In Caradoc, school section No. 15 (Mt. Brydges) built a very fine school house on a new site at a cost of about

$4,500 ; No. 16, West Williams, enlarged its boundaries by the addition of No. 11, and treated its pupils to a beautiful site and elegant building. The Board of trustees of Wardsville is a union one, and the expenses connected with the public school rooms for fuel, repairs, etc., are always charged to the expenditure for High School purposes, hence the low average there. The other averages require no explanations as they represent the ordinary current expenditure for salaries, fuel, repairs, etc.

The average cost of educating each pupil in the Public Schools of West Middlesex for 1889 was $8.35 ; for 1888, $8.06 ; this shows a slight increase caused by the increased school accommodation provided, already referred to. Surely every ratepayer must feel that this is a small expenditure for the benefits conferred on the community by the Public Schools. The future of our country is largely dependent on the character of the work done in our Public Schools.

The total balance on hand at the beginning of the present year in the rural sections and incorporated villages was $8,387.95, or an average of about $88 per school. In many schools the amount on hand is barely adequate to meet the necessary expenses for keeping the school in operation, so that only the grants are available for the payment of the teacher's salary. The regulation requiring trustees to make provision for the quarterly payment of the teachers is practically ignored, very few of the teachers receive more than the grants till the end of the year. Occasionally trustees borrow $100 or more on their promissory note at midsummer and supplement the grant with this. The present system of payment is a great hardship to many teachers, especially married men and beginners. The small amount of cash on hand in many school sections frequently prevents trustees from keeping the buildings, etc., in proper repair.

Qualifications and Salaries of Teachers.

The number of teachers employed in 1889 in West Middlesex, including the towns of Strathroy and Parkhill, was 123 : 67 males and 56 females. Of these 5 held first-class Provincial certificates ; 53 second-class ; 64 third-class certificates ; and 1 a kindergarten certificate. Of the third-class teachers many held second-class non-professional certificates, so that their literary qualifications were much higher than this report shows. With our increased High School facilities has not the time arrived when all the schools in West Middlesex should be taught by teachers holding *at least* second-class non-professional certificates ? It is rather surprising that a community possessing the wealth and intelligence that West Middlesex does, should be content with having children taught by teachers, a majority of whom hold but third-class certificates.

I here give a comparative view of the average salaries in the different townships and villages ; the villages are included in the townships to which they naturally belong :

——	Male Teachers.	Female Teachers.	Highest salary paid.
Adelaide	$379 67	$250 00	$458 00
Caradoc	398 67	314 00	450 00
Ekfrid	402 67	317 56	500 00
Lobo	434 00	327 00	520 00
McGillivray	409 44	303 75	550 00
Metcalfe	418 33	295 00	500 00
Williams, East	375 00	421 40	470 00
Williams, West	425 00	281 67	500 00

The average male teacher's salary was $405.17 ; female teacher's salary, $310.93. The averages for last year were, respectively, $419.95, and $317.34. Both show a decrease. The highest salary paid to a male teacher in the towns was $850, in the villages $550, in the rural sections $520 ; to a female teacher in the towns $400, in the villages $250, in the rural sections $470.

The supply of teachers in the inspectorate is only slightly in excess of the demand. The impression is that it is very much in excess. This has had a tendency to decrease the salaries as well as to drive out of the county or profession the more experienced ones, who rather than take a lower salary, leave the county or abandon teaching for something more lucrative or permanent. As a natural result, the schools are too often placed in the hands of youthful teachers, who, though in many cases faithful and exceedingly anxious to succeed, cannot possibly do the work as well as if experienced. Good, solid teaching is the product of a mature mind that has carefully studied how and by what means the human intellect is best developed and trained, and hence the experienced teacher should do better work than the beginner, all other things being the same. Several of the West Middlesex high-certificated teachers have secured good positions in the Toronto schools and elsewhere—an evidence of the high esteem in which Middlesex teachers are held by outsiders. This has tended to reduce the overplus of teachers that existed in the division for some time. Have their positions been filled by men and women equally efficient? My limited experience as an Inspector precludes me from venturing an opinion.

Attendance.

The report to the Minister shows 6,293 pupils enrolled in the rural and village schools : 3,397 boys and 2,896 girls. In the towns 1,087 (the kindergarten pupils are omitted), 557 boys and 530 girls. The number enrolled in 1888 in the rural and village schools was 6,428 : 3,472 boys and 2,956 girls ; a decrease in 1889 of 135 : 75 boys and 60 girls.

The attendance in the different municipalities was as follows :

——	Total enrolled.	Average attendance.	Percentage.
Adelaide	694	387	56
Caradoc	978	495	50
Ekfrid	618	311	50
Lobo	685	382	58
McGillivray	1,012	519	51
Metcalfe	466	232	50
Mosa	1,039	528	51
Williams, East	417	229	55
Williams, West	384	201	52
Parkhill	335	214	64
Strathroy	752	477	63

Lobo leads among the rural municipalities with a percentage of 58, then follow Adelaide and East Williams with 56 and 55 respectively. The lowest percentages were made by Caradoc, Ekfrid and Mosa, 50 each. Of the towns, Parkhill stands first with a percentage of 64, a position that its citizens have just cause to be proud of. The average percentage of attendance in the townships and villages was 52.2: in 1888, 51.9. This is a pleasing feature, as it shows a gain in the right direction.

Another view of the attendance is the following:—569 attended less than 20 days; 930, between 20 and 50 days; 1,404, between 51 and 100 days; 1,606, between 101 and 150 days; 2,483, between 151 and 200 days; 388, over 200 days. Thirteen between the ages of 7 and 13 are reported as not having attended at all; and 1,174, between the ages of 7 and 13 are also reported as having attended less than 100 days as required by the school law. This number is much too large, as I found pupils reported from a school in Metcalfe as having attended less than 100 days also reported from a school in Lobo. These pupils were counted twice, when perhaps they should not have been reported in this list at all, as the time attended in both schools might be more than 100 days. The family had removed from Metcalfe to Lobo during the year. No doubt this occurred in other places in the division. So many families moving to Manitoba and other places in the spring of the year also increase the number, as the children having attended here only in the winter months are sure to be reported in this list, no account being taken of the time they may attend in their new homes during the remainder of the year. Still, after making due allowance for all these cases, there can be no doubt but that a large number of pupils between these ages do not secure the full benefit of our excellent school system, through their own indifference and their parents' culpable negligence.

Classification of Pupils.

The pupils in the different schools and departments that I examined during the present year are well classified. I rarely found pupils doing work that was too advanced for them. This is one of the many beneficial results of the excellent system of promotion examination organized by the late lamented Inspector Mr. Carson.

According to the report to the Education Department there were 1,625 in the First Reader, part I.; 1,576 in the First Reader, part II.; 1,237 in the Second Reader; 1,447 in the Third Reader; 1,275 in the Fourth Reader; and 220 in the Fifth Reader. There were 7,260 in writing; in arithmetic 7,214; in drawing 6,410; in music 3,638; in grammar and composition 3,579; in history 2,503; in temperance and hygiene 3,599; in drill and calisthenics 5,094; in bookkeeping 156; in algebra 221; in geometry 137; in botany 69; in physics 41; and in agriculture 171.

The character of the teaching is generally good, particularly in arithmetic and literature. The reading and drawing, and I may add the history, are not as well taught as I would desire. I infer this from my observations during inspection, and also from the work done by candidates in these subjects at the entrance examinations. Considerable attention is being given to music and temperance and hygiene. Many teachers devote part of Friday afternoons to these subjects, temperance and hygiene being taught by familiar talks with the pupils. The large number of pupils studying fifth form work shows the absolute necessity of trustees employing second-class teachers in many of our schools, as the average third-class teacher is not, according to competent judges, qualified to teach fifth class work.

School Houses and Sites.

There were 101 school houses in the inspectorate, including Strathroy and Parkhill: 49 brick and 52 frame; all freehold except one. The estimated value of school buildings and sites is $102,223; of the furniture and equipments, $13,661. Two schools were closed during the year: No. 12, Adelaide, and No. 11, West Williams.

Many of the school houses are kept in excellent condition, but several are not kept in proper repair, and a few are sadly neglected in this respect. There are but few wood-sheds. The water closets in too many instances are not kept as clean as desirable. Several are positively filthy. Many of the boys appear to think that the floor and seat of the water closet, instead of the pit, are for the excreta and use them accordingly. A few have suitable drawers and brick vaults which are regularly cleaned, others have only pits from which the excreta is occasionally removed. There does not appear to be any attempt in the large majority of cases made to disinfect or deodorize the water closets at all, although there is in almost every school yard abundunce of wood ashes that would serve the purpose admirably. On the whole, their state is very unsatisfactory. I have had to report against a very large number of them, especially those used by the boys.

New school houses were built during the year in school section No. 15, Caradoc (Mt. Brydges), and in No. 16, West Williams; also the good people of Glencoe with commendable enterprise added two elegant rooms to their school building, making it the best village school house in the inspectorate.

Miscellaneous.

The Scripture Readings were used in 71 schools, the Bible in 39; 108 were opened or closed with prayer; and religious instructions according to regulation 206, were imparted by a clergyman in 4 schools.

Public examinations were held in only 19 schools. These should be held at least once a year in every school. I know of no more potent agent than a public examination for awakening an interest in education among the people of a school section. A good teacher need not be afraid of showing his work.

The usual promotion examinations were held in July and December, the expenses of which are so generously provided for by your honorable body. The results are given in the promotion sheet. In calculating the average attendance for the different schools, the total aggregate for the year is divided by 219, the number of teaching days in the year. This I considered the fairer way, as the number of promotions are given for the year

Examinations for entrance to High Schools and Collegiate Institutes were held in July and December at Parkhill, Strathroy, Glencoe and Wardsville. Some of the pupils prepared in this inspectorate wrote at other centres, but the following statement will give you a fair idea of the work done in this department of instruction by the schools during the year:—

	July Examination.		December Examination.	
	No. who wrote.	No. who passed.	No. who wrote.	No. who passed.
Parkhill	80	41	53	31
Strathroy	112	61	117	42
Glencoe	44	17	32	9
Wardsville	56	34	24	14

Total number who wrote at the four centres, 518; total who passed, 249. The large number of failures at these examinations proves unmistakably that many candidates present themselves for examination before they are prepared. It also shows, I fear, that there is a good deal of careless, aimless teaching done in our schools. It would be well for parents and teachers to make an effort to prevent pupils from coming up for examination till they have a reasonable chance of passing. There seems to be an unreasonable hurry on the part of boys and girls to get away from our Public Schools. Let me here warn them, as a person having had a long experience in High School work, that it is a serious mistake to enter a High School before being thoroughly prepared. Nothing counts in the High School "race" like a thorough Public School preparation. The foundation of a good education is best laid in the public school.

The Strathroy Model School, under the able and efficient management of Principal Dunsmore and his thoroughly competent staff of assistants, still continues to do excellent work. Last year it was attended by 28 students; 23 of these obtained third-class professional certificates. An extra teacher was provided during the term, thus allowing the Principal to devote his whole time to the professional work and supervision of the students. Instruction in music, drill and calisthenics was given by two specialists in these subjects during the session. A fee of $5 was charged each student.

The Strathroy Public School Board, with its characteristic progressiveness, established a kindergarten department during the year in connection with the Model School. While in attendance the teachers in training paid several visits to the kindergarten room, and thus had an opportunity of becoming acquainted, in a measure, with the excellent methods pursued there in the management of primary pupils. I noticed with pleasure that many of the teachers who received their professional training recently have introduced modified kindergarten exercises and songs into their schools with very gratifying results.

Arbor Day was very generally observed by the schools, and from my limited observations this year, I judge was productive of much good. On this day the school yard was tidied up, chips, sticks, etc., being removed, trees planted, fences repaired, flower beds made, and what is of paramount importance in many rural schools, the floor scrubbed and the woodwork thoroughly cleaned. Last year 539 trees were planted; a decrease of 74 from the previous year. Caradoc was first with 172, and West Williams last with only 3. A large number of the trees died during the severe drought last summer. It would be better to plant fewer trees and take better care of them. In many sections owing to the difficulty of getting soft maples and other suitable shade trees, trustees should employ a professional tree planter to do the work.

In conclusion, permit me to say, that during my first visit I have endeavored to examine the schools faithfully, and report their state honestly and candidly. Where I thought advice to the teacher was necessary I have always given it in a kindly manner, and where I felt a word of encouragement would do good it has not been withheld. During my short term in office a few difficulties presented themselves, but it is gratifying to be able to report that they have been settled in such a way as to produce but little friction and give general satisfaction to all parties concerned. The trustees and others that have had occasion to consult me I have found not only reasonable but willing to be guided by advice and ready to follow the School Law and Regulations to the very letter.

County of Peel.

Extract from Report of Allan Embury, Esq., Inspector.

All the schools were inspected twice during the year according to the regulations of the Department. In many of the schools there was a marked improvement on the occasion of my second visit of inspection. The system of Uniform Promotion Examinations carried out in this county seems to give very satisfactory results; but a too rigid adherence to the result of the written examination as the determining factor in the pupils' right to be promoted has to be guarded against. The great defect in all such exclusive, and I may say, arbitrary tests, is that they invariably lead to narrowness of view and dogmatism in method on the part of the teacher. I have, however, found many teachers keenly alive to the responsibile character of their work, and zealous in their efforts to improve the present modes of instruction; but as the greater number of teachers now engaged in the work have no intention of making teaching their permanent vocation in life, they do not study the fundamental principles of the science and art of education sufficiently to give them either intellectual insight into the nature of their work or a proper *rationale* of method.

The Model School at Brampton had an attendance of eight pupils, all of whom were granted certificates. Five of these obtained schools in the County of Peel. There being fifty-one Third Class teachers in the county, it will be seen that by far the greater number of these came from other Model Schools, and in consequence the Inspector has little or no knowledge of the professional standing and training of the majority of the teachers in his jurisdiction. This state of things should not be suffered longer to exist. The only remedy is to limit Third Class Certificates to the counties where granted.

Thirty-four schools changed teachers at the close of the year. Where such wholesale changing goes on from year to year the work of the schools must necessarily deteriorate, and many schools in the County of Peel display in their *morale* and general crudeness of equipment and management, the evidence of general deterioration through lack of system and permanence of method. Another result of lack of permanence in the system and methods of the school is seen in the irregular attendance herein noted.

Townships.	No. of Pupils Enrolled.	No. between 7 and 13 not attending 100 days.	Per Cent.
Toronto Gore	359	33	9
Caledon	1444	351	25
Albion	1060	298	28
Toronto	1650	378	23
Chinguacousy	1314	224	17

Many attribute irregularity of attendance to the apathy of parents and guardians; but it must ever be remembered that all institutions having for their *raison d'etre* public utility must carry with them the stamp and character which entitle them to popular support, and that these are set forth in the work pertaining to such institutions from day to day.

Most of the school buildings in the county are in good condition, although in the older settled localities where school sections were first formed, some school-houses are going to decay, and will have to be replaced at no distant day. Two new buildings are required in Albion, one in Caledon, three in Chinguacousy and two in Toronto township. Most of the school buildings evidently were constructed without reference to conveni-

ences for heating and ventilation, properly so-called. Too little attention is paid to the condition of the school premises in very many sections; but this defect is not attributable solely to neglect of trustees. Many teachers take very little interest in improving the surroundings of their schools, and seem to think that their duties are commensurate only with the four walls of the school-house.

Many schools during the past year added materially to their equipment, but much remains to be done. The trustees in many instances seem to have fixed upon a maximum sum for yearly expenditure, and to have impressed this fact upon the minds of the teachers, as I have found Second Class teachers receiving good salaries in wealthy sections who deprecate my intention to request the trustees to furnish the proper appliances and apparatus on the ground that the trustees will indemnify themselves for such outlay by engaging a Third Class teacher at a lower salary.

I am, however, much gratified at many signs of progress that disclose themselves as I make closer acquaintance with the teachers, trustees and parents generally, and I hope that next year I shall be able to point to some more material and tangible results than those embodied in the statistical report of 1889.

United Counties of Prescott and Russell.

Special Report on French Schools, by Donald McDiarmid, Esq., M.D.

The total number of French Public Schools in the Counties of Prescott and Russell, including departments in charge of teachers, is 59 of which 51 were in operation at time of visit. Two schools and one department were temporarily closed, and five not opened during the last half of the year, owing to the inability of the trustees to secure teachers.

There were in the schools visited, 3,006 enrolled pupils, of whom 1,461, or about 48½ per cent., were in attendance. The number of English speaking pupils' names entered on the school registers was 178 or nearly 6 per cent., and of French children not learning English 133, or nearly 4½ per cent.: the majority of the latter consisted of young pupils who recently attended school for the first time.

The teachers in charge (not including the 4 English) may be classed, as to their knowledge of English, as follows, viz.:—Good, 20; fair, 14; middling, 7; inferior, 6.

Taking into consideration the fact that many of the French Public Schools have only been established within the past twenty years, and that no special attention had been paid to the teaching of English in them till 1885—in addition to the difficulty of securing the services of teachers qualified to give instruction in both English and French, it is gratifying to be able to report that, as far as the teaching of English is concerned, as good progress has been made as could reasonably be expected. It is to be remembered that little or no English is spoken in the homes from which the pupils come, and that very few of them, before attending school, were acquainted with any language but their mother tongue. They, however, appear to have the faculty of easily learning English, which few English speaking children seem to possess of acquiring French.

Formerly the principal methods of teaching English in these schools consisted chiefly of reading, spelling and rendering into French the lessons of the Ontario Readers. For practical purposes such exercises were of little benefit to the pupils. Now, in addition to the time devoted to English reading and translation, a portion is set apart for oral instruction in that language to classes or to the entire school. Generally these conversations are confined to the primary class pupils, while in schools where both the Montpetit and Ontario reading books have not been replaced by the Bilingual Series, the remaining French classes use the Ontario Readers (principally the Primers and Second Reader).

From the appended detailed reports it will be seen that the Bilingual Readers are now used in some classes in more than one half of the schools. In sixteen they are the only books from which the pupils are taught reading.

Not a few of the classes read and translated the English lessons very creditably, but were unable to give in that language required simple explanations. In schools in which special attention had been paid to colloquial and blackboard exercises, the pupils understood and readily answered questions in English. Satisfactory results in the acquirement of English may be expected of the pupils now entering school and proceeding regularly in the study of the Bilingual Readers, from the lowest to the highest book of the series. They will have the opportunity of becoming acquainted with many English words and their combination into phrases and sentences. The limited English vocabulary possessed by many of the pupils in the advanced French classes is, in a great measure, due to their not having been taught both languages continuously.

Notwithstanding the many disadvantages under which they labor, the teachers are doing very fair work. As many of them have not had the instruction equal to that given in good schools, it is necessary, in addition to the professional training, to make good this want in the recently established Model School at Plantagenet, which I visited, and have to express my satisfaction at the manner in which Mr. Cheney, the head master, is discharging his duties. The teachers in charge of schools visited by me, who attended the first session of this school, were successfully putting into practice the approved methods of teaching learned whilst students at this institution.

When the supply of teachers in the above counties is equal to the demand, the sessions should be lengthened and the standing in the different branches raised till at least equal to that required for Third Class Certificates.

With one or two exceptions the teachers could express themselves readily in English, and were able to impart elementary instruction in that language. Some of those whose knowledge of English was slight, were placed in charge of schools because others better qualified could not be secured.

In schools in which the pupils understood English, all communications between teacher and pupils, in regard to matters of discipline and the management of the schools, were in English. In the majority, however, owing to the pupil's lack of knowledge of English, French is used in some cases.

The Inspector has directed the attention of the teachers to the observance of the regulation of the Education Department respecting this matter.

Religious Instruction.

At the suggestion of Inspector Dufort one-half hour (3.30 p.m.—4 p.m.) is reserved for religious instruction. The trustees of many of the schools passed resolutions to the effect that the usual school work should cease at 3.30 p.m., and the last half-hour should be taken up with the exercises referred to. The few variations from this generally followed custom, are indicated in the annexed table.

In conclusion I have to say that:—

1. With the employment of teachers trained in the Plantagenet (French) Model School, and the use of the Bilingual Readers, the principal causes which retarded the satisfactory progress of the French Public Schools will, in a few years, be removed.

2. Laudable as well as successful efforts are being made in teaching the English language in all the schools, one or two excepted. Some English is, however, taught in the latter schools. The want of suitable teachers is the cause of the backwardness of the instruction given in them in this language.

3. Inspector Dufort is using his power and influence in having the regulations of the Department enforced.

The information given in the full report on French schools, submitted by the Commissioners appointed in 1889, makes it unnecessary to add more to this one.

My thanks are due to Inspector Dufort for his courtesy and the assistance rendered me in carrying on the work with which I was intrusted.

All of which is respectfully submitted.

Athol, November, 1890.

FRENCH SCHOOLS IN PRESCOTT

Number of Section.	Name of Township.	NAME OF TEACHER.	Class of Certificate.	Where Educated.	Has Taught.	Salary.	No. of Pupils on Roll.
2	Alfred	Elizabeth Minlette	Dist	P. S	2 mon's.	$230	37
4	Alfred	P. A. Smith	Permit.	Ottawa.	6 mon's.	$250	32
9	Alfred	Mary Gauthier	O.C.B. II	Mont.	26 yrs.	$200	47
10	Alfred	Joseph N. Belanger	Dist	P. S.	18 yrs.	$310	36
		Odila Davoust	Dist	P. S.	3 yrs.	$200	56
13	Alfred	Clara Gauthier	Dist	P. S.	2 mon's.	$215	24
14	Alfred	Hermine Bosse	Dist	P. S.	2 mon's.	$200	33
15	Alfred	Corinne Sauvé	Permit.	P. S.	2 mon's.	$180	41
Union, 6 Caledonia, & 7 South Plantagenet.	Caledonia	Menodare Legault	Dist	Ontario.	2 mon's.	$225	58
10	Caledonia	Leontine Perrault	Permit.	Quebec.	4 yrs.	$200	32
12	Caledonia	Mary Baulne	Permit.	P. S.	4 yrs.	$230	75
3	Cambridge	Delisca Cousineau	Dist	Quebec.	3 yrs.	$200	41
Union, 5 Cambridge and 9 Russell.	Cambridge	Antoine Martel	Dist	Quebec.	15 yrs.	$375	78
6	Cambridge	Caroline Grignon	Dist	Ottawa.	12 yrs.	$250	85
7	Cambridge	Pamela Montgrain	Dist	Quebec.	4½ yrs.	$250	53
10	Cambridge	Noeli Cousineau	Dist	Quebec.	5 yrs.	$215	88

AND RUSSELL, 1890

No. of English speaking Pupils on Roll.	No. of Pupils in attendance.	No. of French Pupils learning English.	No. of French pupils not learning English	Classes in English Reading Books.—"1" Indicates that there is a Class.								
				Pt. I., Ontario Readers.	Pt. II., Ontario Readers.	2nd Book, Ont. Readers.	3rd Book, Ont. Readers.	4th Book, Ont. Readers.	Pt. I., Bilingual Readers.	Pt. II., Bilingual Readers.	2nd Book, Bilingual Readers.	3rd Book, Bilingual Readers.
3	8	All	None	1	1	1	1					
6	32	26	None					1	1	1	1	1
None	27	All	None		1	1			1	1		1
None	19	All	None		1	1	1					
None		All	None	1	1							
None	15	All	None						1	1	1	
None	16	All	None									
None	10	35	6						1		1	1
2	24	All	None	1		1			1			
2	27	All	None	1	1	1	1	1				
	32	All	None	1	1		1					
None	13	All	None						1	1	1	1
None	36	All	None						1		1	
11	38	All	None	1	1	1			1	1	1	1
None	14	35	18	1			1				1	
14	42	All	None	1	1	1	1		1			

FRENCH SCHOOLS IN PRESCOTT

Number of Section.	Name of Township.	NAME OF TEACHER.	Other English Text Books used.	Time given daily to teaching in the English language.
2	Alfred	Elizabeth Minlette	Arithmetic, Grammar, Geography, History	2 hours
4	Alfred	P. A. Smith	Arithmetic, Grammar, Geography, History	4 hours
9	Alfred	Mary Gauthier	Arithmetic Grammar. Geography	3 hours
10	Alfred	Joseph N. Belanger	Grammar	3 hours
		Odila Davoust	None	2 hours
13	Alfred	Clara Gauthier	None	2 hours
14	Alfred	Hermine Bosse	None	1 hour
15	Alfred	Corinne Sauvé	Arithmetic, Grammar, Geography	3 hours
Union, 6 Caledonia, & 7 South Plantagenet.	Caledonia	Menodare Legault	None	1½ hours
10	Caledonia	Leontine Perrault	None	3 hours
12	Caledonia	Mary Baulne	None	1½ hours
3	Cambridge	Delisca Cousineau	None	2 hours
Union, 5 Cambridge, and 9 Russell.	Cambridge	Antoine Martel	None	3 hours
6	Cambridge	Caroline Grignon	Arithmetic, Geography	3 hours
7	Cambridge	Pamela Montgrain	None	1½ hours
10	Cambridge	Neli Cousineau	Geography, Arithmetic, Grammar	2¼ hours

AND RUSSELL.—*Continued.*

Time given to Religious Instruction.	Did the Teacher attend the Plantagenet (French) Model School.	REMARKS.
½ hour....	Yes.....	Primary Class—Reading and translation of lesson, middling. No Part II. or Class II. pupils present. Class III. contained only two English speaking pupils who knew scarcely anything of the subjects of study.
½ hour....	No	School not in operation the second half of the year, due to inability of trustees to secure a teacher. Statistics obtained from Inspector Dufort.
¼ hour....	No.	Part I. Class—Able to give names of things and form short sentences in English. Part II. Class—Reading, fair, but knowledge of English, small. Remaining Classes—Reading, fair, but English vocabulary very limited. Standing of school, middling.
None.....	No.....	Senior Department—Pupils in Part II. and Class II. read and give required explanations (in English) readily. Progress good. Members of Class III. were able to answer without hesitation, in the same language, questions in all the branches. Standing of the school, good. The junior division was closed on day
½ hour....	No.....	of visit.
½ hour....	Yes	Part I. Class—Reading of lesson and statements in English, good, easily translated lesson into French, and sentences in latter tongue, rendered without much difficulty into English. Part II. reading and translation fair. Second reading class, knowledge of English small, can read it, but not well. School backward.
½ hour....	No.....	Found on day of visit, this school closed owing to illness of teacher. Inspector Dufort furnished the information given.
½ hour ...	No.....	Part I. Class—Reading in English very poor, acquaintance with it, slight. Class II.—Read lesson badly and apparently without understanding anything about it. Class III.—Read and understood lesson pretty well, had very little difficulty with the translation. Bilingual readers recently introduced. The few pupils not learning English are very young and only lately began attending school.
½ hour....	Yes.....	Part I.—(Bilingual) Class read and translated very creditably; knew the English names of many common objects and were able to form a few short sentences in this language, but the knowledge of it, possessed by the majority of pupils in attendance, was very meagre.
½ hour....	No.....	Inspector Dufort furnished the information given, as the school was closed the second half year. English was taught to all the pupils.
½ hour....	.....	Pupils could give in English the names of a few common objects, but found great difficulty in forming or understanding a simple statement in that language. Those present in Classes II., III. and IV., reading in the Montpetit Series, were using Parts I. and II. of the Ontario Readers. Class I. was taught by colloquial and blackboard exercises. Reading and translation, poor.
½ hour....	No.....	Pupils did not read English well and were unable to give the substance of the lessons in either English or French. They did not appear to understand simple questions, asked in English. School backward.
½ hour after school hours.	No...	Bilingual readers recently introduced. Fair progress made, but knowledge of English not great. Pupils older than usually seen in attendance. They lack the training which would have been received, had they been at their entry into school provided with and studied these reading books, in their regular order.
15 min....	No.....	The "Bilingual" books have replaced the Montpetit readers. Part I. (Bilingual), children very young, making satisfactory progress. Part II., reading and translation good, can give in both languages, required explanations on lesson. Class II. and III. middling. Those using Ontario Readers, very backward.
½ hour....	No.....	Primary Class readily read and translated lesson, but knew very little English. Class II., read in English poorly and understood but little of what they read. Teacher only in charge of the school for a month; can give, and promises to impart instruction in both languages to all the pupils.
½ hour....	No.....	English taught to the juniors by the conversational method, results not very satisfactory. The advanced classes (French) using the Bilingual Part I. did pretty well. Part II. and Class II. (Ontario Readers), very backward. Standing of Class III., middling.

FRENCH SCHOOLS IN PRESCOTT

Number of Section.	Name of Township.	NAME OF TEACHER.	Class of Certificate.	Where Educated.	Has Taught.	Salary.	No. of Pupils on Roll.
5	Clarence	Blanche Paraton	Dist ...	Quebec..	4 yrs	$300	57
		Marie R. Renaud	Permit..	Quebec.	1 year..	$170	73
6	Clarence	Joseph Menard	Dist ...	P. S....	13½ yrs.	$360	34
8	Clarence	Moise Basinet	Dist ...	Ottawa.	4 yrs...	$275	90
11	Clarence ...	Angelina Leblanc	Dist ...	P. S....	2 mon's.	$210	59
12	Clarence . ..	Marie Dionne	Dist ...	Ottawa.	3 yrs...	$225	43
13	Clarence	Mary David	Dist ...	P. S....	2 mon's.	$225	77
14	Clarence	Emma Henri	No Certificate.	Queb'c	15 yrs..	$220	56
16	Clarence	Elizabeth McCaughran	Dist ...	Quebec.	2½ yrs..	$230	44
17	Clarence	Emiline Bissonnette	Permit..	P. S....	1 year..	$160	43
18	Clarence	Anthime Lemery	O.C.B..	Quebec.	32	$250	67
19	Clarence	Celina Laviolette	Dist ...	P. S....	2 mon's.	$195	43
1	Cumberland.	Olivina Belanger	Dist ...	P. S....	4 yrs...	$250	54
11	Cumberland.	Ovide Grignon	Dist ...	Ottawa.	3 yrs...	$200	29

AND RUSSELL.—*Continued.*

No. of English speaking Pupils on Roll.	No. of Pupils in attendance.	No. of French Pupils learning English.	No. of French Pupils not learning English.	Classes in English Reading Books.—"1" indicates that there is a Class.								
				Pt. I., Ontario Readers.	Part II., Ontario Readers.	2nd Book, Ont. Readers.	3rd Book, Ont. Readers.	4th Book, Ont. Readers.	Pt. I., Bilingual Readers.	Pt. II., Bilingual Readers.	2nd Book, Bilingual Readers.	3rd Book, Bilingual Readers.
None.....	35	All.....	None.....	1	1	1	1	.....	.....	.....	.....	.....
None.....	59	All.....	None.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	23	All.....	None.....	1	1	1	1	1	.....	1	.....	.....
3	67	All.....	None.....	1	.....	.....	1	.....	1	1	1	1
None.....	24	All.....	None.....	1	1	.....	.....	.....	1	.....	.....	.....
None.....	22	All.....	None.....	1	1	1	1	.....	.....	.....	.....	.....
None.....	41	55	22	1	1	.....	1	.....	.....	.....	.....	1
2	33	14	40	1	.....	1	.....	.....	.....	.....	.....	.....
	35	All.....	None.....	.....	.....	1	1	.....	1	1	1	1
None.....	26	All.....	None.....	1	.....	.....	.....	.....	.....	.....	.....	.....
one.....	23	All.....	None.....	.....	.....	.....	.....	.....	1	1	1	1
None.....	25	All.....	None.....	1	1	1	.....	.....	.....	.....	.....	.....
15	25	All.....	None.....	1	1	1	1	.....	1	1	1	.....
3	9	All.....	None.....	1	1	1	1	1	1	1	1	.....

FRENCH SCHOOLS IN PRESCOTT

Number of Section.	Name of Township.	NAME OF TEACHER.	Other English Text-Books used.	Time given daily to teaching the English language.
5	Clarence	Blanche Paraton.....	Arithmetic	2 hours..... .....
6	Clarence	Mary R. Renaud	None.....	2½ hours..... .....
		Joseph Menard.....	Arithmetic, Grammar, Geography, History..	4 hours .....
8	Clarence	Moise Basinet	None.....	2 hours.....
11	Clarence	Angelina Leblanc	None.....	20 minutes.....
12	Clarence	Marie Dionne	None.....	2 hours..... .....
13	Clarence	Mary David	History, Grammar.....	1½ hours..... .....
14	Clarence	Emma Henri	None.....	1 hour .....
16	Clarence	Elizabeth McCaughran	Arithmetic, Grammar, Geography	2 hours .....
17	Clarence	Emiline Bissonnette	None.....	1 hour .....
18	Clarence	Anthime Lemery	Arithmetic	3 hours..... .....
19	Clarence	Celina Laviolette	None.....	1½ hours.....
	Cumberland .	Olivina Belanger	Arithmetic, Grammar, Geography, History..	3 hours.....
11	Cumberland .	Ovide Grignon	Arithmetic	3 hours.....

AND RUSSELL.—*Continued.*

Time given to Religious instruction.	Did the Teacher attend the Plantagenet (French) Model School.	REMARKS.
½ hour....	No.....	Primary Division—Colloquial exercises and reading (Tablets, Part I. Ontario Readers)—knowledge of branches of study very elementary, could make statements and answer questions (in English) but not readily. Senior Division—Class II. (French) using Part II. (Ontario Readers) read very well, but found difficulty in showing (in English) that they understood what they read. Class III., reading and translation, very good—knowledge of other subjects, fair.
1 hour....	No....	
½ hour....	No.....	The recent formation of a Separate School in the Section has reduced the number of departments to one. Fair progress in the study of English, is well marked in all the classes.
½ hour....	No.....	School till recently in charge of two teachers—Classes. Part I. knew very little English. Part II. read and translated pretty well. Second and third classes did exceedingly well.
½ hour....	Yes.....	Miss Guindon who taught this school the first half of the year devoted a longer time to the teaching of English than is given by the present teacher who did not appear to understand simple questions asked in it. Pupils knowledge of English very slight.
½ hour....	No.....	Junior pupils (without books) understood and obeyed commands given in English—gave (in this language) names of common objects and formed short statements about them. Part I., Class read and translated lesson without much difficulty. Part II. and Class in second reader acquitted themselves creditably. Class III., reading and translation, fair—questions on various subjects answered in English.
1 hour....	Yes.....	Pupils present were of a more advanced age than generally found in the schools. Primary Classes were taught English colloquially, and making good progress. Parts I. and II. Classes (Ontario Readers) composed of pupils in advanced French books, had not a very extensive knowledge of English, but appeared to be making very creditable attempts to acquire it. Class III., (two pupils) readily read and explained the English lesson.
1 hour....	No.....	Present teacher who was for some time absent from the Province was recently placed in charge of the school, because a legally qualified one could not be engaged. Her predecessor Miss Joly taught English to all the pupils. Part I. Class (average age about 12) read and translated very well—promptly solved simple problems in arithmetic and gave the solutions in English.
½ hour....	No.	English teacher—Part I. (Bilingual), Class had a fair knowledge of English—answered questions and obeyed commands given in it. Part II. and Class II.—Reading and giving explanations fair, learning English, slowly. Class III.—Read very well and passed a fair examination (in English) in subjects of study.
½ hour....	Yes.....	Teacher only recently appointed. Seven pupils have Part I. Ontario Readers English is taught to all, colloquially, but methods are neither systematic nor very successful. Knowledge of English, slight.
½ hour....	No.....	Bilingual readers introduced after the summer vacation. Classes in Parts I. and II. knew very little English. Only one pupil was present in each of the second and third classes. Knowing but a few English words, they should for the acquirement of that language have been placed with the primary class. Progress will be better since the new readers are now used.
½ hour....	Yes.....	Part I. Class—Juniors named objects, formed short statements, understood and answered simple questions (all in English). Seniors read and translated short sentences without much difficulty. Classes in Part II. and second reader—reading and translation, very good—with a little assistance, able to give required English explanations.
½ hour....	No.....	Primary Class—Knew the English names of a few common things, but not able to form statements—could read and give translations of sentences written on the blackboard—knowledge of this language, not great. Part II., second and third classes—Read well, but had a little difficulty in answering in English questions on the subjects which they were learning.
15 min....	No.....	The public school is very much weakened by the recent formation of a Separate School in the Section. Class in Part I, read with ease and understood the English lesson. Part II., reading and translation, middling. Class II., read in English with a slight accent and had very little difficulty in giving required explanations in that language on lesson and in other subjects. There were no pupils in Classes III. and IV. present.

FRENCH SCHOOLS IN PRESCOTT

Number of Section.	Name of Township.	NAME OF TEACHER.	Class of Certificate.	Where Educated.	Has Taught.	Salary.	No. of Pupils on Roll.
14	Cumberland.	Exilva Thivierge	Dist ...	P. S....	5½ yrs..	$250	59
Union, 16 Cumberland, and 3 Clarence.	Cumberland	Emiliana Davoust	Dist ...	P. S....	2½ mon's	$250	45
4	Longueuil ...	Cordelia O'Sullivan	Dist ...	Mont...	4 yrs...	$250	65
6	East Hawkesbury	Mary Leduc	Dist ...	H.S....	2½ yrs..	$200	54
17	East Hawkesbury	Corinne Lavallee	Dist ...	Quebec..	6 mon's.	$200	91
18	East Hawkesbury	Philomene Seguin	Dist ...	Quebec..	8 yrs...	$200	40
19	East Hawkesbury	Elmire Cadieux	No Certificate.	P. S..	4½ yrs..	$180	53
2	North Plantagenet....	Louisa Bercier	Dist ...	P. S....	2 mon's.	$250	46
3	North Plantagenet....	Thomas Stuart, Principal	Dist ...	Ottawa.	2 yrs...	$400	23
		Alexina Gaulet, Assistant	Dist ...	P. S ...	3 yrs...	$225	69
4	North Plantagenet ...	Valerie Menard	Permit..	Quebec.	6 mon's.	$200	35
6	North Plantagenet....	Joseph Belanger, Principal	III	P. S....	20 yrs..	$450	142
		Janet McRae, Assistant	III., II. Non-Professional.	High School Vankleekhill.	9 mon's.	$225	
7	North Plantagenet....	Delia Baulne	Dist ...	P. S....	1¾ yrs..	$200	41
8	North Plantagenet....	Louis Parent	Dist ...	Quebec..	3	$300	63
		Noemie Segault	Dist ...	Ontario.	1	$200	97
12	North Plantagenet....	Angelina Paiement	Dist ...	Quebec.	3 yrs...	$225	97

AND RUSSELL.—*Continued.*

No. of English speaking Pupils on Roll.	No. of Pupils in attendance.	No. of French Pupils learning English.	No. of French Pupils not learning English.	Classes in English Reading Books.—"1" indicates that there is a Class.								
				Pt. I., Ontario Readers.	Pt. II., Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book, Ont. Readers.	Pt. I., Bilingual Readers.	Pt. II., Bilingual Readers.	2nd Book, Bilingual Readers.	3rd Book Bilingual Readers.
None.....	17	All.....	None.....	1	1	1	1	.....	.....	.....	.....	.....
14	32	All.....	None.....	1	1	1	1	.....	1	1	1	1
9	30	All.....	None.....	1	.....	.....	1	.....	1	1	.....	1
None.....	42	All.....	None.....	.....	.....	.....	1	.....	1	1	1	1
13	24	39	2	1	1	1	1	.....	.....	.....	.....	.....
None.....	39	69	22	1	1	1	1	.....	.....	.....	.....	.....
6	22	32	2	1	1	1	1	.....	1	1	1	1
5	13	5	43	1	1	.....	1	1	.....	.....	.....	.....
4	28	All.....	None.....	.....	.....	.....	1	1	1	1	1	1
5	4	All.....	None.....	.....	.....	.....	.....	1	.....	.....	1	1
5	41	All.....	None.....	.....	.....	.....	.....	.....	1	1	1	.....
None.....	23	28	7	1	1	1	1	.....	.....	.....	.....	.....
2	90	All.....	None.....	.....	.....	.....	.....	.....	1	1	1	1
.....	17	All.....	None.....	1	1	1	1	.....	1	1	.....	1
.....	15	All.....	None.....	1	1	.....	1	.....	.....	.....	1	1
6	33											

FRENCH SCHOOLS IN PRESCOTT

Number of Section.	Name of Township.	NAME OF TEACHER	Other English Text Books used.	Time given daily to teaching the English language.
14	Cumberland	Exilva Thivierge	Arithmetic, Grammar, Geography	3 hours
Union, 16 Cumberland, and 3 Clarence.	Cumberland	Emiliana Davoust	Arithmetic, Grammar, Geography	3 hours
4	Longueuil	Cordelia O'Sullivan	Grammar	4 hours
6	East Hawkesbury.	Mary Leduc	Arithmetic, Grammar, Geography, History	2½ hours
17	East Hawkesbury.	Corinne Lavellee	None	2½ hours
18	East Hawkesbury.	Philomene Seguin	Arithmetic	3 hours
19	East Hawkesbury.	Elmire Cadieux	Grammar	1 hour
2	North Plantagenet.	Louisa Bercier	Arithmetic, Grammar, Geography	3 hours
3	North Plantagenet.	Thomas Stuart, Principal	Arithmetic, Grammar, Geography, History	3 hours a week to French, rest of time to English
		Alexina Gaulet, Assistant	None	5 hours
4	North Plantagenet.	Valerie Menard	None	2 hours
6	North Plantagenet.	Joseph Belanger, Principal	Arithmetic, Grammar, Geography, History	4 hours
		Janet McRae, Assistant		4 hours
7	North Plantagenet.	Delia Baulne	Arithmetic	2 hours
8	North Plantagenet.	Louis Parent	History	3 hours
		Noemie Segault		2 hours
12	North Plantagenet.	Angelina Paiement	Arithmetic, Grammar, History	2 hours

AND RUSSELL.—*Continued.*

Time given to Religious Instruction.	Did the Teacher attend the Plantagenet (French) Model School.	REMARKS.
½ hour....	Yes.....	Part I., Juniors—Blackboard exercises—taught by phonic method. Good results may be expected from system of teaching employed. Seniors with (Bilingual) books, acquiring a knowledge of their studies, which is not great. Part II., Class read indifferently in English, but understood and answered questions asked in that language. Second and third classes did very well in their reading and in other subjects—had a fair practical knowledge of English.
½ hour....	Yes.....	This was till this year classed as an English School, but the English speaking ratepayers have established a Protestant Separate School in the Section. Part I., Class showed a limited acquaintance with English. Part II., reading and translation, only middling. The remaining pupils were reading in the third (Bilingual) reader, and (with one exception) read in English very well indeed, besides possessing a fair knowledge of the other studies of the class.
15 min....	No.....	All commands given by teacher are in English. Primary classes are making good progress in learning English. Second and third classes—reading fair, and correct answers in English promptly given. Standing of the classes, good.
½ hour....	No.....	Primary Class—Readily gave the names of objects in English, but were unable to form many statements in it—a few able to obey commands given in English. Part II. and classes in Second and Third Readers, read well and had but little trouble in giving the required explanations in English.
½ hour....	No.	At visit, found that this school had not yet been opened since the summer vacation. The information given, is from Inspector Dufort's report of his first half-yearly inspection.
½ hour....	No.....	Part I. Class—Colloquial (in addition to use of blackboard) exercises consisting of sentences (English) and solving of problems in addition. This and remaining classes did remarkably well. Progress in the study of English will be better when the Bilingual readers replace those now in use.
½ hour....	No.....	As the trustees were unable to secure a qualified teacher they employed one without a certificate of qualification to keep the school in operation. The want of a competent teacher is the principal cause of the unsatisfactory manner in which English is taught.
½ hour...	Yes.....	Primary Class—Knowledge of English, slight—could give names of a few things but unable to form simple sentences in English. Part II., Class read well, understood questions and obeyed commands given in English. Classes II. and III. read the English lessons intelligently and showed by their answers in that language that they had a fair knowledge of it. The only pupil in Class IV. was not present.
None.....	No.....	With the exception of three hours a week in the senior and one hour daily in the primary department, assigned to French, the remaining time is spent in teaching in English. The school is in every respect equal to an average English Public School.
None.....	No.....	
½ hour....	No.....	Information taken from Inspector Dufort's report of first half-yearly inspection, as school is temporarily closed.
15 min....		This school is in the Village of Plantagenet and has in connection with it the recently established Model School for the training of teachers intended to take charge of the French Schools. There are three departments in the school, two French and one English. In the latter all the classes are taught by an experienced male teacher. The Bilingual readers have replaced the other readers in the two French divisions. Progress satisfactory.
½ hour....	None	Pupils very young. Part II., Class read and translated readily and were able to answer correctly questions asked in English. The other classes did not show much knowledge of the subjects of study.
½ an hour a week, ½ hr. daily	1	Pupils in the senior class are making good progress in the study of English. Those in both departments showed that a good deal of attention is paid to the teaching of this language, although for practical purposes many of them have but an imperfect acquaintance with it.
20 min....	None.....	Bilingual readers recently introduced. Good progress in the acquirement of English evident.

FRENCH SCHOOLS IN PRESCOTT

Number of Section.	Name of Township.	NAME OF TEACHER.	Class of Certificate.	Where Educated.	Has Taught.	Salary.	No. of Pupils on Roll.
13	North Plantagenet....	Aimee Lalonde	Dist ...	P. S....	2 yrs...	$200	25
15	North Plantagenet....	Valentine Asselin	Dist ...	P. S....	2 yrs...	$200	41
7	South Plantagenet....	Amelia Piché.....	Permit..	Ottawa.	2 yrs...	$200	55
8	South Plantagenet....	Elizabeth Rochon	Dist ...	P. S....	4 yrs...	$220	63
9	South Plantagenet....	Elizabeth Brault.....	Dist..	Quebec & Ont..	7 yrs.	$250	74
11	South Plantagenet....	Wenceslas Pilon	Permit..	P. S....	½ year..	$225	25
12	South Plantagenet....	Lucie Dessain	Dist ...	P. S....	1¾ yrs..	$230	43
4	Russell	Eudoxie Pitre	Dist ...	P. S. .	1 year..	$250	57
7	Russell.....	Josephine Barbeau.....	Dist ...	Ottawa.	2½ yrs..	$240	82
8	Russell.....	Emile Guerin	Dist ...	France..	24 yrs..	$280	83
.....	Village of L'Orignal .	Louisa Latulippe	Dist ...	P. S....	6 yrs...	$250	59
		Delina Duchesnault.....	Dist ...	P. S....	2 mon's.	$230	97

AND RUSSELL.—*Continued*

No. of English speaking Pupils on Roll.	No. of Pupils in attendance.	No. of French Pupils learning English.	No. of French Pupils not learning English.	Classes in English Reading Books.—"1" Indicates that there is a Class.								
				Pt. I., Ontario Readers.	Pt. II., Ontario Readers.	2nd Book, Ont. Readers.	3rd Book, Ont. Readers.	4th Book, Ont. Readers.	Pt. I., Bilingual Readers.	Pt. II., Bilingual Readers.	2nd Book, Bilingual Readers.	3rd Book, Bilingual Readers.
11	41	All.	None		1				1	1	1	1
None	15	14	27	1	1	1	1					
None	16	All.	None		1	1			1	1	1	
10	31	All.	None	1	1	1	1	1			1	
2	22	All.	None		1	1			1	1		
2	20	All.	None	1	1	1	1					
None	23	All.	None	1	1	1	1					
None	26	All.	None	1	1				1		1	1
6	25	All.	None	1	1	1	1					
None	32	All.	None						1	1	1	1
None	36	All.	None			1	1	1			1	1
	42	All.	None						1	1		

FRENCH SCHOOLS IN PRESCOTT

Number of Section.	Name of Township.	NAME OF TEACHER.	Other English Text Books used.	Time given daily to teaching in the English language.
13	North Plantagenet....	Aimee Lalonde	None	2 hours
15	North Plantagenet....	Valentine Asselin	None	2½ hours
7	South Plantagenet....	Amelia Piché	None	3 hours
8	South Plantagenet....	Elizabeth Rochon	Arithmetic, Grammar, Geography, History.	2½ hours
9	South Plantagenet....	Eliza Brault	Arithmetic	2 hours
11	South Plantagenet....	Wenceslas Pilon	Arithmetic, Geography	2½ hours
12	South Plantagenet....	Lucie Dessain	None	1½ hours
4	Russell	Eudoxie Pitre	None	3 hours
7	Russell	Josephine Barbeau	None	2½ hours
8	Russell	Emile Guerin	None	3 hours
.....	Village of L'Orignal.	Louisa Latulippe	Arithmetic, Grammar, Geography, History.	3 hours
		Delina Duchesnault	Arithmetic	3 hours

The schools in the following sections were not in operation, during the second half-year, viz. Numbers 4 Alfred, 10 Caledonia, 17 East Hawkesbury, 4 and 5 North Plantagenet, and 11 South Plantagenet.

Those temporarily closed, owing to illness of teachers, were numbers 14 Alfred and 13 North Plantagenet.

AND RUSSELL.—*Continued.*

Time given to Religious Instruction.	Did the Teacher attend the Plantagenet (French) Model School.	REMARKS.
½ hour....	No.....	Found at visit, school closed owing to illness of teacher. Information given is from Inspector Dufort's second half-yearly report.
½ hour....	No.....	School temporarily closed. English, according to Inspector Dufort who furnished the information, was very poorly taught during the first six months, owing to the teacher's slight knowledge of it.
½ hour....	No.....	Reading (English) and translation not good. Pupils' knowledge of English, is not very extensive.
1 hour....	No.....	Parts I. and II., Classes read and translated well—knowledge of English not great. Class II. read well, but backward. One English speaking pupil in each, formed Classes III. and IV. They read well, but were very deficient in the other subjects—especially so in arithmetic, being still confined to the simple "rules," did not even seem to have been well grounded in the multiplication table.
25 min....	1	Pupils solved easy problems in arithmetic (mentally) and gave the solutions in English. Reading, translation and English explanations good. Children young and not far advanced in their studies, but are making successful efforts to master the English language.
½ hour...	No.....	School temporarily closed. Trustees unable to secure a teacher. Above information received from Inspector Dufort.
½ hour....	No.....	Primary class exercises in English. consisted of conversations about objects, counting, etc. The pupils of the remaining French classes, read chiefly in Parts I. and II. Ontario readers. The reading and translation were fair, but the knowledge of English very slight.
½ hour....	Yes.....	Part I. (Bilingual),class able to give names of a few things and form short sentences in English—progress, fair. Part I. Class (Ontario readers) read and translated lesson very creditably, but practical knowledge of English, limited—same applies to Class III. (Bilingual).
20 min....	No.....	Part I. Class—Pupils very young, read and translated English sentences placed on the blackboard, and were able to count and add simple numbers and give results in English. In the remaining classes English reading was fair, but members of the classes understood very little of what they read.
½ hour...	No.	Bilingual readers introduced this year. First Class—progress very satisfactory. Classes II. and III. not having proceeded regularly from Part I. (Bilingual) and acquainted previously with French only, possess a very limited English vocabulary.
½ hour....	No.....	Junior Department—Primary Class—Pupils gave (in English) the names of things, but did not appear to have been trained to make statements in that language. Part II., lass (Bilingual) read well and with some help able to give (in English) required explanations. Senior Department—Classes reading in the second and third books (no fourth class pupils present)—reading and translation, good—questions on lessons and other subjects of study answered in English. Standing of school in principal branches, not high. The English speaking pupils attend the Protestant Separate School.
½ hour....	Yes... ..	

Separate Schools have replaced the Public Schools in Numbers 6, 8, 11 and 12 Alfred, 2 and 7 Longueuil, in addition to those formed in the Villages of Hawkesbury and Rockland. Two have also been established in Numbers 6 Clarence and 11 Cumberland, leaving two weak (French) Public Schools.

The English speaking residents of Union School Section number 6 Cumberland and 3 Clarence have withdrawn from the Public School and have now a Protestant Separate School in the section.

County of Simcoe East and Muskoka.

Extract from Report of Isaac Day, Esq., Inspector.

I may say that viewed either from the improved condition of the children or from the amount of money and time expended on the buildings and yards, the past year was one of great progress.

Three new school-houses were built, and the one in Gravenhurst was finished and opened. The trustees of Waubaushene built a very fine two-storied edifice. In it are all the latest appliances and improvements. The building at Gravenhurst is, I think, the best ventilated, the most commodious, the most convenient, and includes more of the other properties of a really first-class school than any other either in Simcoe or Muskoka.

In several of the schools of Muskoka the long seats, with their straight and uncomfortable backs and the uncouth desks, gave place to seats and desks of the most modern construction. Soon, I think, we shall be able to say that the old desks *were once* in the schools.

It will be noticed that not many trees were planted on Arbor Day. This will not be surprising when it is considered that in some places the school-house is planted right in the middle of the forest primeval where no artificialities are needed. In other places it is founded on the solid rock where no trees can be planted, and indeed where trees would not add to the beauty of the rugged and majestic scenes. In other places the buildings have been but lately erected, and the people feel that they must proceed by degrees. However, I believe that the average traveller would enjoy the sight of the rural school grounds of Muskoka nearly in their natural state quite as much as he would that of the oldest settled districts, where the school grounds are laid out and planted in the most approved manner.

I do not say this to disparage the culture obtained from beautiful school grounds, but because I believe that in some places of Muskoka the school grounds have a beauty all their own.

I am very much pleased to be able to state that during the year there was not a dispute leading to arbitration or needing my attention in the inspectorate. This would be a pleasing thing to say even of an old settled district, but it is doubly pleasing when it can be said of such a new district as Muskoka where so many changes are necessary, and where at such time of change the interests of the people conflict, and where the people are in some cases very heavily taxed.

I do not know what would be done did the Department not aid those schools so generously as it does. The maps and other apparatus sent to the few schools last year were received with thanks. The Poor School Grant makes many a heart beat more contentedly. I hope such aid may continue. It is helping very much to carry on those schools.

We held a very successful Teachers' Institute in Orillia on the 22nd and 23rd of May. The teachers came from the furthest corner of the district to attend it, and went away apparently pleased with the meeting.

We are trying to organize a Reading Circle here. I hope we shall be successful. The course will be in the direction of professional reading. I think that though our Model Schools and Normal Schools are doing good work, that they are only an initiatory step, and that to be successful and to have the proper professional spirit, teachers should pay more attention to the history, the theory, and the practice of the work. I hope soon to see the day when the teacher's position will become more lucrative and permanent, and this will be only in the degree in which access to the profession is guarded by extra professional study and extra professional examinations.

We have now a very good Model School at Bracebridge, where the Muskoka teachers receive their professional training. Twenty-four students were in attendance during the last term.

No one is allowed to teach in Muskoka now unless he has good literary attainments and has attended the Model School. So we are not much behind the older districts after all.

With regard to the teaching it is becoming more and more intelligent. More attention is paid to the concrete presentation of the mental food. In grammar and arithmetic the old plan of rule first to be learnt by heart and then example, has passed away, and the pupils now, under the direction of the teacher, are the architects of their own rules. No longer is the culture of the imagination relegated to chance or to the home. One Friday afternoon not long since I had the pleasure of visiting Toronto Normal School. There I heard one of the teachers read a beautiful story to a lot of interested children. I have seen the very same in some of the smallest schools of Muskoka. So that it may be said that from the highest to the lowest the teacher is trying to make the school a place of pleasure, and at the same time is giving the child vivid and beautiful pictures for future use.

The only subject that is not taught so intelligently as it might be is history. I have seen the present Public School History used in various ways. I have seen some teachers make their pupils memorize selections from it; seen others give the children excerpts from it, and have the children memorize the excerpts. One teacher neglected the subject altogether. On enquiry, in each case, I was told that the history is too abstruse, that the pupils could not understand it.

In the preface the authors say that history aims to reveal to us the joys and the *sorrows* of the past. I fear that the present history is causing *sorrows* that will never be revealed. I believe that if the present book were intended as a guide for the teacher, and if the teachers had access to the best histories and would use them, and if most of the history were taught orally, we could do very well. As matters are at present, history is comparatively a neglected subject.

County of York—North.

Extract from Report of A. B. Davidson, Esq., B.A., Inspector.

The number of teachers employed in the Inspectorate was 101. In the rural schools the average salary was $346, male teachers receiving $422 and female $304. The average in the several townships was as follows: North Gwillimbury, $302; Georgina, $312; East Gwillimbury, $355; Whitchurch, $364; King, $353, and Vaughan, $390.

During the year twenty-seven changes of teachers took place. This is about the usual number, so that the average time of each teacher in the profession is a little less than four years in this Inspectorate. No one, as far as I know, enters the profession with the intention of remaining in it longer than he can possibly help. There is no idea of making it the life work. Until much greater permanency is secured to the public school teacher no more devotion can reasonably be looked for, nor much better results. Permanency is determined chiefly by salary. As long as teachers underbid each other, and Trustees are ready to put up their schools annually to the lowest bidder, little improvement can be looked for. The lowest offer is rarely the best, but teachers know that it is just as rarely rejected.

Two suggestions were made by the Public School Inspectors at their convention, held in February last, which would aid somewhat in securing greater permanency were they adopted: (1) That five trustees be appointed instead of three, and (2) that the Model School term be extended to six months, instead of three.

The number of children of school age reported on the 1st of December was 7,767, and the number entered on the school registers was 3,622 boys and 3,069 girls, in all 6,691.

The number in the several branches of study was as follows: Writing, 6,446; Arithmetic, 6,416; Drawing, 6,270; Geography, 4,378; Music, 1,659; Grammar and Composition, 4,263; English History, 1,232; Canadian History, 1,130; Temperance and Hygiene, 1,566; Drill and Calisthenics, 2,241; Book-keeping, 294; Algebra, 83; Geometry, 35; Botany, 26; Physics, 28, and Agriculture, 12.

Last year special efforts were made to secure correct returns of those not complying with the law in regard to attendance, and as little change has taken place in this respect during the past year, I may be allowed to call your attention to the numbers for 1888: 1,663 between the ages of 7 and 13 were reported as not attending 100 days, as required by law, and 285 of the same age as not attending any school. In all, 1,948 out of a school population of 7,915.

Our educational machinery chiefly attends to providing school privileges, while nothing is done, except voluntarily, to ensure that the youth of the Province avail themselves of the privileges provided.

If it is the right of the Trustees to tax all for the education of all, it is equally their duty to see that all are educated. If this last duty is not fulfilled, then are they raising money under false pretences. Until the administration of the compulsory statute is transferred from local authority to some central authority, this statute will remain as it is—a dead, mean-well but meaningless edict.

Permit me to call your attention to the inequality of taxation for school purposes, in the hope that you will use your influence to undo this great injustice. "Since this Province has decreed that the education of its youth shall be a charge on its landed and other property, a charge not to be regarded as a burden imposed by the state or a charity to be distributed by it, but as a debt, a condition of the tenure of property, by means of which its security and value are maintained and promoted," does it not follow that this charge should be exactly the same on every dollar's worth of taxable property seeing each dollar's worth of property receives the same value in return for the outlay. In the poorest sections the people suffer most, as a rule. They have to pay the high tax, engage the "cheap" teacher, and be content with the poorest equipment. That the education obtained under such circumstances is poor goes without saying.

The present school law provides that a Township Council may levy $100 for each school section, but I have yet to learn of a Township Council availing itself of this opportunity of correcting the injustice to this extent.

Were the amount $200, and the word "shall" instead of "may" in the Act, the injustice would be lessened very materially.

The standard of education would also be raised in many a section, and be lowered in none.

Why, in the face of the principle above stated, and on which principle alone a free school system can be justified, should one school section have to pay 2 mills on the dollar and the adjoining section 10 mills?

The Model School at Newmarket was attended by 17 students, all of whom creditably passed the professional examination prescribed by the Education Department, and are now teaching in the Inspectorate, with two exceptions.

Were professional certificates graded it would be a great convenience to Trustees who desire to secure a teacher qualified to meet the peculiar requirements of their school. An excellent primary teacher may be a very indifferent senior teacher, and vice versa. Were there, say, two grades—a primary and a senior—it would facilitate the adaptation of teachers and schools. A fully equipped Kindergarten room at each Model School would be of incalculable benefit to the teachers-in-training, and thereby to the whole community.

The Teachers' Association held only one meeting during the year. This was held at Newmarket on the 22nd and 23rd of May. About 80 teachers were present, many of whom took an active part in the presentation and discussion of subjects. The Associa-

tion secured the services of J. H. Smith, Public School Inspector for Wentworth, who conducted classes and presented methods of teaching various subjects, with much profit to the teachers. On the evening of the 22nd a conversazione was held in the Town Hall, which was filled by the teachers and their friends, who together spent a very pleasant and profitable evening.

At this meeting of the Association I proposed, instead of meeting in Council in full, that as many as could possibly do so should spend one day in attendance at a Kindergarten School in Toronto, and that those unable to do that should spend two days visiting schools in their neighborhood. This proposition was agreed to, and I am glad to say that quite a number visited the Kindergarten Schools, and on my next visit to their schools I had the pleasure of seeing the beneficial effects of the visit quite apparent in the work of the school.

The number of visits made by me to the schools was 222, by Trustees 148, and by clergymen 49. In no school is religious instruction given by clergymen. The Bible is read by the teacher daily in 25, and the Scripture readings in 57; 84 are opened or closed with prayer. Oral instruction in Temperance and Hygiene is given in a large number of the schools on Friday afternoon. The pupils are not asked to procure text-books, but the teacher is instructed to make the text-book the basis of his instruction.

The usual uniform promotion examinations were held on the 12th of April and the 6th of December. At the former 772 candidates wrote at 56 schools, at the latter 895 at 70 schools, or in all 1,667 candidates. All schools in the Inspectorate avail themselves of these examinations, with but one exception. During the year I received not a single complaint in regard to the conduct of these examinations from pupil or parent. To all who succeed in passing, a beautiful lithographed certificate is given, suitable for being framed. These are highly prized by the pupils, and are distributed on the occasion of my visits to the school.

The entrance examination was held once at Sutton and twice at Richmond Hill Aurora and Newmarket. At Sutton 20 wrote and 9 passed, at Richmond Hill 75 wrote and 40 passed, at Aurora 84 wrote and 45 passed, at Newmarket 107 wrote and 59 passed; in all 286 candidates wrote and 153 passed.

During the *regime* of Dr. Ryerson the Public School Library was a flourishing institution. To-day I do not know of a single Public School Library in use. Relics of many are to be seen in the school-houses, carelessly stowed away in old cupboards without keys or caretakers. Cities and towns have lately been showing a growing appreciation of the Public Library and its many advantages to the community, and certainly if an important aim of the Public School is to produce in the pupils a taste for literature, and power to make literature subserve them in all conditions of life, what can more effectually aid and stimulate the pupil in this very important aim, while he is attending school, and continue to aid and stimulate him when he has left, than a judiciously selected library at his hand?

A trifling outlay and a little organization on the part of the Trustees would place within the reach of the whole section this splendid means of gratifying the taste, cultivating the intelligence and supplying the homes with means of enjoyment for young and old.

District of Algoma.

Extract from Report of D. McCaig, Esq., Inspector.

In connection with the general statistical report of the Public Schools in the District of Algoma, I have the honor to submit for your consideration the following synopsis, based upon Trustees' returns from the Schools of the District, and setting forth as concisely as possible the general features which mark the progress, from an educational point of view, of this new and outlying portion of the Province.

Number of Schools and School Sections.

Up to the close of 1889 there have been established in the District 107 School Sections, in which 107 school houses have been built, as against 101 up to the close of 1888. Of these 107 schools, five were closed during the whole of 1889, and four for about six months of that time, while the remaining 98 were open for the whole teaching year. The 102 schools which were thus open for the whole, or a portion of the past year consist in all of 115 divisions, taught by as many teachers, whose legal standing a teachers will be found set forth below.

Improvement in School Buildings,

In the towns, villages and wealthier rural sections of the District, there is a constant improvement going on in the character of school buildings, their surroundings and interior equipments. In Sault Ste. Marie, a splendid brick school house was built during the past summer, costing the town over $12,000, and at Gore Bay, Thessalon and Little Current, additional rooms and other improvements are in contemplation in the immediate future, at Keewatin and Rat Portage also splendid new schools, having three or four departments, were built during the past year. That at Keewatin is one of the finest and best equipped schools in the district.

Considerable progress has also been made in fencing and tree planting where school grounds have been sufficiently improved to begin such work.

Teachers' Certificates.

Of the 115 teachers employed in the district during the past year, the majority hold only certificates obtained at the local examinations, but of these the standard has been considerably raised during the years 1888 and 1889, owing to the adoption of the regular Provincial Examination papers for these local examinations. The following classification represents the state of affairs as regards teachers' certificates in the district.

	Attended Normal School	13
I.	Class Provincial	3
II.	" "	10
II.	Non-professional	8
III.	Class Model School trained	12
III.	" District Certificates	70
	Temporary Certificates	12

As will be seen from the above, there is still a lack of trained teachers in the district. Those having Provincial certificates are not disposed to accept the salaries offered in many of the poorer sections, and even those who hold only the local district certificates, are unwilling to encounter the hardships and privations unavoidable, especially during the winter season, when roads are unbroken and boarding places often a great distance from the school house.

Under these circumstances it becomes necessary either to allow such schools to be closed altogether, or grant Temporary Certificates to those who are willing to undertake the work of teaching in these out of the way sections. Judging, therefore, that it is better that children should learn even to read and write, than that they should remain in ignorance all their lives, I have found it necessary to grant these Temporary Certificates in cases where, under more favorable conditions, they would never have been thought of. This is especially true of the Rainy River District, Cockburn Island and a few other points where it is almost impossible for trustees to secure the services of a regularly qualified teacher.

Attendance of School Children in the District.

Referring to the attendance of children at the Public Schools of the District, I may say that returns show that the number who attended these schools was, in 1889, 5,482, as against 4,840 in 1888, an increase of 642 exclusive of the town of Sault Ste. Marie, while the increase in aggregate attendance is represented by 68,014. If to this were added the school attendance of Sault Ste. Marie and some four or five schools from which returns have not been received, it would be found that the school attendance in the District has been nearly doubled within the past two years.

Financial.

In 1889 the revenue from all sources for educational purposes, as shown by returns, was $51,684.63, as against 42,272.35 in 1888, or an increase of about $9,000, while the expenditure shows an increase of over $7,000. If to this revenue and expenditure were added that of Sault Ste. Marie for the past year, the District revenue and expenditure for 1889 would be somewhere in the neighborhood of $70,000, which by reference to reports is found to be about double that of 1887.

Taking, therefore, the increase in the number of school houses and teachers, the increase in attendance and school accommodation and the qualifications of teachers, the increased income and expenditure for school purposes; it will be found that the average increase and improvement have amounted within the past three years, to an addition of at least 75 per cent. on all the items above enumerated.

It is, therefore, perhaps not too much to say, that the progress represented by the last educational return from the District of Algoma, if not all that could be desired, is at least fairly satisfactory, and gives much hope for the future, when the very recent settlement and establishment of schools in this, the newest portion of the Province, is taken into account.

Districts of Nipissing and Parry Sound.

Extract from Report of Rev. George Grant, Inspector.

District of Nipissing.

Since my last report three new school sections have been formed, and four new school houses built, making a total of twenty-three public school sections, and fifteen school houses in the District. There were twenty schools and departments open during the year, employing a staff of twenty-one teachers who were qualified as follows:—

Second-class, Professional, Normal School trained	6
Third-class, Professional, Model School trained	7
Total Professional	13
Third-class District, Literary	6
Temporary	2

A second department was opened in the Mattawa public school this year; and it has been resolved to do likewise in the Sudbury school at the beginning of 1891.

The Sudbury public school is one of the four new buildings erected this year. It is a handsome, two story frame building, with large class-rooms, masters' private room, elegant desks and other things corresponding. There are signs of great activity in and around Sudbury. Villages are rapidly springing up at the principal mining centres. School sections are already formed at two of these, and schools will be in operation at no distant date.

I visited all the schools, and sections of the district except No. 1 Lyell, once; and seven of them a second time.

The school at Verner (No. 1 Caldwell, opened near the close of 1889), and the one at Cache Bay, (No. 2 Springer, opened in March of this year) are the only schools that use the bilingual readers. The population of these two sections is mostly French Canadian. Many of them cannot speak a word of English, consequently the teaching of the two languages in school is a necessity. English is, of course, the language of the school, but classes are taught in French. The teachers speak both languages fluently, and are, otherwise well qualified for their work. None but authorized text-books are allowed in these or any other of the schools of the district.

District of Parry Sound.

School Sections.—Four new sections have been formed during the year, making a total of 100, or 104, including the Indian schools. Ten new buildings have been erected, four of them to take the place of old structures, that could no longer accommodate the increased attendance, and six in new territory. We can now report ninety-four fairly well equipped school houses within the district. It may be noted, as an encouraging feature in this connection, that many of the school boards are replacing the old, home-made pine desks with those of approved modern pattern. All the better class of schools in the towns and villages of both districts, such as Parry Sound, North Bay, Mattawa, Sudbury, Sundridge, McKellar, Magnetawan and Katrina, and all those in, and within easy reach of railway, such as Doe Lake, Starrat, Nipissing Junction and Sturgeon Falls, are now furnished with desks made by one or other of the leading firms in Preston, London, Hamilton or Toronto.

Schools in Operation.—The number of schools and departments in operation for the whole, or part of the year, was ninety-six. Although but few of these schools were closed for any considerable length of time, yet the average attendance, for the first half year, in almost all of them, was very naturally reduced in consequence of the widespread attack of la grippe. With this exception the year has been one of satisfactory progress.

Teachers.—One hundred and fourteen teachers altogether were employed during the year, qualified as follows :—

First-class Literary, with Model School training	1
Second-class Professional, Normal School trained	13
Second-class Literary, Model School trained	5
Third Literary and Professional, Model School trained	24
Total number professionally trained	43
District Literary, Third-class	66
Temporary Certificates	5

Four of the last-named were employed in the Indian schools, and one only with a temporary certificate in the public schools of the District.

Examinations.—Twenty-two passed the examination for entrance to High Schools and Collegiate Institutes. At the examination for teachers' district certificates, seven were awarded certificates for three years ; nine, for two years, and two for one year. Ten took literary certificates entitling them to enter the district Model School.

Model School.—A Model school with seven pupils in attendance, was opened in Parry Sound last September. Some difficulty was encountered in the early part of the term in connection with the appointment of head-master and the securing of a suitable room for the carrying on of the work. With the help of J. J. Tilley, Esq., Model School Inspector, these matters were satisfactorily arranged, and an excellent session's work accomplished.

At the close of the term, all the teachers in training were awarded certificates. In respect to school accommodation and equipment, Parry Sound is well suited for a Model School. It has a large new central school, with four commodious class-rooms,

and a ward school with two class-rooms. In the central school there are four teachers holding provincial certificates and trained in the Normal schools; in the ward school two teachers, one of them trained in the Normal school.

The opening of a Model school for the training of teachers in the Districts of Parry Sound and Nipissing, marks an era in the history of education in these parts; and is one other, among the many evidences that our economical government follows a liberal policy, where the true interests of the people demand it. Amongst other good results, we hope that it will do something to dispel the idea so prevalent outside, that no sort of qualification whatever is required of teachers in the districts; that one has only to fail at the examination in the older counties, to be welcomed as a competent teacher in the districts. In addition to the literary certificate, which has hitherto been demanded, applicants must now show that they possess a Model school training as well.

Visits.—I visited all the schools of the district once, and forty-seven of the more important and more accessible, a second time. The roads, both winter and summer, were unusually good this year, so that I was able to accomplish more than an ordinary amount of visiting.

Teachers' Institutes.—The division of our district Teachers' Association, into the western and eastern sections has given general satisfaction. An Institute was held in each section, under the direction of John Dearness, Esq., Inspector of East Middlesex. Both Institutes were well attended by the teachers, and the exercises practical and profitable.

Expenditure.—In 1889 the sum of $17,360, was paid for teachers' salaries; $24,412 expended for all purposes. The amount raised by direct taxation $17,213. And 162 the average number of days the schools were kept open; 3,425 the number of pupils entered upon the register.

City of London.

Extract from Report of J. B. Boyle, Esq., Inspector.

With regard to attendance the whole number registered in 1888 was 5,238, and in 1889 the number was 5,316, the daily average for the former year was 3,203, and for the latter it was 3,191, giving an excess in the former of 78 and a decrease in the latter of 12 students. In the monthly average, 1889 shows an increase over 1888 of 51, so that on the whole there is but a very small difference in these statistics between the two years, and this difference may easily be accounted for on the ground of a little more regularity, as the difference is in the average in both cases.

The number of teachers in all classes and of all grades of certificate is 66 and a music teacher, 67 in all. Besides these there is a large number of junior teachers who have lately obtained new County Board certificates, who act occasionally as substitutes for regular teachers absent from any cause, but all these have second class certificates, non-professional, which require attendance at one of the Normal Schools for a session, to render the second a legal one as a Provincial certificate. These certificates embrace ten first class, fifty-one second class, four new County Board, and one old County Board. Four of our teachers attended the Normal School during 1889 and obtained their Provincial certificates, and three others—happy experience—were married during the year, which is entitled to be distinguished henceforth by a Cretan Mark. Two are now attending the Normal School—one in Toronto and the other in Ottawa.

It will be found that the largest item of expenditure is that of teachers' salaries, and certainly during last year the remuneration of the teachers was small enough—small in most cases even to the verge of injustice. But it is almost useless for the junior teachers to complain, for while competition is so keen, that when one resigns a dozen are anxious to obtain the vacant place, the members of the Board would not escape severe

criti cism perhaps censure, from some quarters, at least, were a very great advance made; still this cannot be called with justice the best and fairest method of proceeding. It would be more in accordance with just principles were the Board to determine accurately the value of the work to be done, and pay for this irrespective of competition. The Board of Education has made an effort to meet these difficulties by taking a middle course. It is, or at least a great majority is convinced that the teachers in the lower classes are inadequately paid, and has adopted the method of granting a small annual increase to each teacher until the salary reaches a certain sum as maximum—this maximum to be determined by length of service and scholastic attainments; but, like most attempts at compromise, it does not seem to give general satisfaction.

It may be expected that something should be said respecting the Fifth Form recently established in the Central School. The whole course of instruction designed to be given in this form cannot be seen in a day, even in part. The students were not, and are not prepared for such a course. They come there ignorant of every branch of mathematics except a little arithmetic, and consequently they have to be taught the very elements of algebra, geometry, mensuration and physics. In the commercial course the progress is quite satisfactory, and this seems, with the girls at least, the most popular branch; but still most of them are devoting their powers, earnestly and assiduously, to the whole work of the class-room. This form should have been established years ago, and then the teacher of the class would have had proper material with which to work, but a little time will, I hope, show the wisdom of the steps taken by the Board in the organization of such a class. Already the necessity for such a class is becoming evident, and in every centre of population it is only a question of time, and of a very short time, until such means shall be adopted as will afford a good, a sound and a higher education for the young people of both sexes who intend to devote their time and energies to mechanical. manufacturing, or commercial pursuits. Now, I think, we may congratulate ourselves that, though London has not been first in the field, yet has she taken an early and I hope, a determined stand in this highly important movement. I have had already enquiries made of me regarding the working of this form, and the opinion is freely expressed that such a class is imperatively demanded.

All must rejoice to know that the effect of that measure of education imparted in our public schools is producing its natural and inevitable results—that is, a desire for a greater quantity and of a higher quality than that now attainable. Where this desire prevails, and the population is becoming large, the students attending our public schools are out of all proportion to the high school accommodation, and, consequently, this large excess must be deprived of that which both they and their friends so fondly desire—a better English education. Now, as the law provides for this higher class of public school education, as many of the people ardently desire it, and as the high schools of the Province are unable to meet the want, I can scarce realize as a fact that any great number of patriotic, well-informed men should object to such a course.

Of our present staff of teachers, the great majority are doing their duty well and faithfully. Taking a general view of the staff it might be difficult to find a municipality better provided, as respects scholastic attainments. Of the 10 who hold first class certificates, 3 hold first class (A), 1 a first (B), and the remaining 6 have each a first (C). The remaining 55 may be said to be all second class, as the 4 who have not Provincial Certificates have non-professional seconds, and all are anxious to attend the Normal School at the earliest moment possible. If, therefore, any of our teachers fail in the discharge of their duty, this failure cannot be attributed to want of professional training.

2. Roman Catholic Separate School Inspection.

Report of J. F. White, Esq., Inspector, Western Division.

There were in operation during the present year, 123 schools, having a teaching staff of 284 teachers. These numbers shew a gain of three schools and nine teachers for the year, due chiefly to the continued growth of the schools in places where they have been for some time established. There were besides, not counted in the above numbers, four or five new sections organized late in the year, which will open in January next, in charge of about eight teachers. Of these new sections the most important are those at Formosa, and Waterloo.

There was one school closed during the year. The trustees in Port Dalhousie, finding that the attendance and support were decreasing considerably by the removal of several of their supporters, decided to amalgamate with the public school in the village, which was accordingly done in October. Every other school was in operation during the whole year.

The improvement in the accommodations goes on steadily and satisfactorily. School section No. 5 Glenelg has built a neat and comfortable frame building to replace the log house formerly in use. Hamilton has an excellent new school in St. Mary's parish, in fact one of the finest separate school buildings in the Province, besides the handsome and comfortable building near the lake, both of them well equipped. The improvement in the school buildings in Hamilton within the past five years has been most creditable to all concerned, and the city may now claim to have the best accommodations in this respect of any place in this division, or perhaps in the Province. Several buildings have been considerably enlarged and otherwise greatly improved, among them being those in Thorold, Orillia and St. Agatha; 9 Downie (Conroy) and 3 Holland (Dornoch) have much more comfortable and respectable buildings than formerly.

In addition, new buildings are to be erected as early as possible next year in Owen Sound, Lafontaine, Macton and 10 Normanby (Ayton) to replace the present school houses which are wholly unsuited for school purposes. From this it will be seen that in many cases the trustees are making earnest efforts to provide for the health and comfort of pupils and teachers. A few buildings, about three or four, will yet remain, in which the accommodations are not first-class, but as the sections are financially weak the trustees are unable to do better at the present time.

The improvement in the furnishing and equipment has kept pace with that in the accommodations. Nearly all the schools have now a pretty complete supply of globes, charts and maps, the average being about ten maps for each school. The seats and desks are of modern, approved style: some schools are adopting the single seat where the funds allow.

Of the 284 teachers in this inspectorate, nearly 200 are members of the several religious orders engaged in this work in the Province, some of whom had passed teachers' examinations and had experience as secular teachers before entering the community. Of the lay teachers fifty-three have passed the second-class teachers' examination and many of them have been trained at one of the Normal schools; thirty are holders of third-class certificates and two are teaching on permits. Many of the teachers have had a long experience in their work, some of the religious having been teaching for twenty years or over, which training has been of inestimable advantage to them. As a body, the teachers, whether secular or religious, are capable and faithful; many have had brilliant success, while the number of incompetents is happily small.

The return of the attendance, as given on pages 28-33 of this report, shews a gain over that for last year; the average attendance of the Separate schools of the Province being fifty-six per cent. as against fifty-five per cent. for last year, and of fifty-one per cent. for the Public schools. The total attendance is 32,790, an increase of 1,467 over last year's figures. The attendance is most regular in the towns where it averages sixty-one per cent., the city schools come next with a percentage of fifty-six, and the village and

rural sections with fifty. The last mentioned have advanced from forty-nine to fifty per cent., though in 1886 their average was fifty-one. Lincoln, Bruce and Waterloo counties lead, in the order named, with an attendance of sixty per cent., or over; several of the counties in this district have an average of fifty per cent., or over, while Peel and Grey have forty and forty-one respectively, with Essex and Norfolk lowest, having but thirty-seven per cent. Several of these have held for some years about the same relative position as regards regularity, and though there are sufficient reasons why the attendance is uniformly good in some, there is no reasonable excuse why it should be so low in others.

The improvement in attendance is most noticeable in the towns, where the average percentage has advanced from fifty-nine by the last report, to sixty-one by the present one. Dundas stands first in the whole Province, being credited with an average of seventy-five per cent.: next come Orillia and Oakville with seventy, Paris, Thorold and Ingersoll with sixty-nine, a considerable advance in most cases since last report. Among the lowest are Owen Sound, forty-four per cent., Sault Ste. Marie, thirty-seven, Sarnia, thirty-four. For these last-named towns there are valid reasons why they are below the others, but it is to be hoped that next year will shew for them a better standing.

The cities have nearly one-half of the total number of pupils, but they exhibit no improvement in regularity of attendance—the average having been fifty-six per cent. for the past two years, and fifty-seven per cent. for some years previous. Of the cities in the west the average attendance is as follows:—St. Thomas, sixty-three per cent. Brantford and Stratford sixty-two, St. Catharines, sixty-one, London, sixty, Guelph, fifty-seven, Hamilton, fifty-four, Toronto, fifty-two. This shewing by comparison with the public school attendance in cities is not very satisfactory, as in the case of the latter the city schools give the best averages, Hamilton for instance being credited with seventy-four, and the general average being sixty-two per cent. Toronto, the lowest in the Separate school list by the present report, is retrograding rather rapidly, the averages of the last four returns from 1886 to 1889 both inclusive, being respectively fifty-nine, fifty-five, fifty-three, fifty-two per cent.

Of more than 32,000 pupils on the rolls for 1889, about 2,000, or one in sixteen, attended over 200 days, there being nearly 220 teaching days in the year. It is perhaps worthy of remark that not one of these 2,000 is from the city schools of Toronto, Hamilton, Guelph or Brantford. There were 14,275 children who attended 100 days or less, about 6,400 were present 50 days or less, and nearly 2,100 went less than twenty days during the whole year. There is no return of children who failed to attend school any part of the year, but it is pretty certain that these were not wholly lacking. With these facts of irregular attendance before us we should scarcely be perfectly satisfied with the present state of affairs. A child who is in school 100 days or less in the year cannot receive much benefit from his attendance, but he is, instead, a great hindrance to the progress of those who come regularly. Very marked improvement is noticeable in the last ten years in buildings, equipment and teachers, but all this will fail in securing the best results if the improvement in regularity of attendance does not keep pace. It rests with the trustees and other local authorities to find out the cause of this the greatest hindrance to the progress of the schools, and to take the necessary steps to remedy it.

There are in this division four French schools, with six teachers in charge; they are all in the county of Essex, with the exception of one in Tiny township. English has been faithfully taught in all; in the last-mentioned school by a special teacher, who divides her time between the two departments, but in the others by the regular teachers. In all the schools, with perhaps one exception, the results have been highly satisfactory, as the pupils shew a good knowledge of written and spoken English, and translate with very fair success in general. English is learned in all forms to the fourth inclusive, and in general by every child in the school. The fact that French pupils from these schools have passed the entrance examination is sufficient evidence of their satisfactory standing.

In the county of Waterloo there are eleven German schools having a total staff of twenty-three teachers, of whom eighteen are members of the teaching order of the School Sisters De Notre Dame, who, speaking German as their mother-tongue, have been very carefully trained for their work in these schools. They have an intimate knowledge of

English, are most zealous in their work, and their pupils often acquit themselves quite as well as those who are taught but one language. The schools under the secular teachers have also done very satisfactory work in general, teaching English, as do the religious, to the children in all the classes.

In July last there was held in Toronto a four days' convention chiefly for the teachers of such religious communities as have their houses in the city. To Dr. J. A. MacCabe, Principal of the Ottawa Normal School, and to Inspector Donovan, both of whom during the whole sesssion gave invaluable assistance, is due much of the credit for any success the meeting may have had. His Grace, Archbishop Walsh, and other distinguished visitors addressed the teachers on the importance and proper direction of their great work. The attendance was large, especially of the members of the female religious orders, and the expressions of approval, of this the first convention of the kind, were highly encouraging.

The usual limit of the work of the schools is that required for entrance to the High Schools. From the returns given me the results have been quite satisfactory this year, the total number ef successful candidates being about the same as for last year. In Toronto, Hamilton and Amherstburg a fifth or sixth form is maintained. The work of these classes witnessed during my inspection gave evidence of successful teaching. In Toronto the high class of boys has made a specialty of commercial work, in which the pupils proved themselves very efficient, in the corresponding class of girls the work of the lower forms of High Schools is taken up; the results were shewn this year by the encouraging success of several girls for both third and second class non-professional certificates.

In conclusion I would say that the Separate schools of this division are in general in a healthy condition.

Report of Cornelius Donovan, Esq., M.A., Inspector, Eastern Division.

1. *General View of the Situation.*

Within the past two years, and especially within the year just finished, the Separate School system of this division has considerably expanded. Two years ago, this inspectorate contained 112 school houses, 248 teachers and 12,052 enrolled pupils; at the end of 1889 the figures had reached 123 school houses, 274 teachers, and 12,667 pupils; while this year (1890) they have increased to 143 schools, 317 teachers and 14,790 pupils. A summary is given in the following table:

——	1888.	1889.	1890.	Increase in two years.
Schools	112	123	143	31
Teachers	248	274	317	69
Pupils	12052	12627	14790	2738

The work of inspection has increased in the same ratio, being 25 per cent. greater than it was a year and a-half ago, in all its branches. It will be seen that the great bulk of the increase above indicated has been made along the valley of the Ottawa River.

2. *The Newly-formed Sections.*

Since the date of my last preceding report, the following Separate School sections have been formed and put into operation, viz. :—Alfred, Nos. 6, 8, 11 and 12 ; Bromley, No. 4 ; Clarence, No. 6 ; Gloucester, No. 15 ; Longueuil, Nos. 2 and 7 ; Matawatchan, No. 3 ; Papineau, Nos. 1 and 2 ; Roxboro', No. 16 ; together with the villages of Hawkesbury and Rockland. Of these No. 2 Longueuil, No. 6 Clarence and No. 3 Matawatchan were not inspected chiefly on account of their recent formation. No. 6 Yonge and No. 11 Cumberland—not included above—were regularly formed but not put in operation. No. 3 Matawatchan deserves special mention. It was formed in a newly settled district, some fifty miles from any available railway station and very difficult of access ; and it will give opportunities of education to many a boy and girl who without it might grow up in utter ignorance.

3. *Other New Schools.*

The school sections named in the preceding paragraph never existed before as Separate School sections ; but while new sections were forming, the trustees in places where Separate Schools already existed were by no means idle in the matter of extending and improving their accommodations. In this respect, Ottawa continues to exhibit its usual energetic spirit, having erected two additional well-appointed brick schools, capable of accommodating over 300 pupils, and having overhauled and renovated in good style the large stone building on Sussex street, formerly known as the Notre Dame school. Peterboro' has completed the generally good character of its accommodations by the erection of a handsome brick building for the girls' classes. The town of Perth has replaced its former structure with a new well built school, furnished and equipped in the most modern style, the whole being of a character to do credit to any town in the province. In Renfrew village, the boys' school has been enlarged and improved, making a very respectable looking edifice. In Mechanicsville the trustees have built an addition which will double their accommodation. Marmora and South Gloucester have got rid of their temporary quarters, secured good sites, built neat substantial brick schools, and furnished them in good style ; the pupils of Callender village have now snug and comfortable premises ; and the Edwardsburg school has been made to wear a trim and tidy appearance. In the matter of furniture and equipments, substantial improvements still continue to be made.

There are only four places of importance whose accommodations are at all unsuitable or inadequate. These have been reported to the Department as deserving special censure ; and should their Departmental grant be withheld, the trustees will find the cause in their own persistent neglect of the health and comfort of their pupils.

4. *Educational Standing.*

In point of educational efficiency, the schools as a body are progressing in a satisfactory manner—a gratifying condition of affairs for which both teachers and pupils are entitled to a full measure of praise. None of the subjects of the programme has been overlooked. It is hardly necessary to state that daily prayers are held in every school, or that the teaching of Christian doctrine, the great *raison d'etre* of separate schools, receives due attention.

In my opinion the efficiency of schools in general will be vastly advanced by the reduction of the entrance examinations to one in the year—a practice just coming into force. No more "over-time" drudgery for the teacher, and less temptation to "cram" or to push forward the senior class at the expense of the main body, and especially of the "rear guard." Now the teacher will have more time to do his work in its true sense, a comprehensive, thorough, practical and consequently a more durable manner.

Regarding the recent entrance examinations a few interesting particulars may be given. For instance, in Pembroke out of the sixteen successful candidates, seven were separate school pupils—the whole number sent up, or 100 per cent. ; out of the twenty

successful Peterboro' candidates seven belonged to the separate schools; the separate school in Almonte sent up six and passed five; in Cobourg five tried from the separate school and four passed; Westport sent five from its separate school and passed four, and what was more remarkable, this little village from the same school passed its four candidates for the recent departmental non-professional examinations for third class teachers. At Lindsay four candidates passed for the primary (class III.) and four for the junior leaving (class II.) examinations.

5. *The Work of Inspection.*

During the year the classes of 325 teachers were visited and fully examined, fifteen classes being twice so treated. For the majority of schools one inspection in the year is quite enough, but there are always some that in my opinion need a second visit. I therefore respectfully suggest that the inspector be allowed to visit all such schools twice a year. There is time enough for the purpose.

Besides making the visits here enumerated, the inspector sent out two examination papers: one in arithmetic, in May, for all the forms, and the other in composition and penmanship, in November, for form IV. The examination papers sent out within two and a-half years, have dealt with all the subjects of the school programme, and besides forming a good substitute for a second visit in the same year, they tend to contribute to the development of professional spirit and to the securing of uniformity of work in the schools.

As a rule, promotions are made once a year, and this in my opinion is often enough, except perhaps for primary classes. Formerly the basis of promotion was almost exclusively the results of a written examination. But I have taken the liberty to advise—and the advice has been largely accepted—that the teacher take into consideration the pupil's record for the year, in matters of attendance, application and conduct, the written examination for purposes of promotion being used merely as a supplement.

6. *Schools in French Districts.*

These schools continue to make rapid progress in the teaching of English. In many schools the work is as well done in this language as it is in many others where English is the only speech in use, and universally the desire of all concerned is to make the schools more and more efficient in this matter, while not overlooking what they think due their own language. The establishment of the Model School at Plantagenet was the one thing necessary to complete the efficiency of the Prescott-Russell teachers, and wherever possible I have advised the teachers in my inspectorate to take full advantage of it. I am glad to learn that thus far this model school is a great success. The French schools are doing their duty faithfully and well.

7. *Strictly Professional.*

Much has been said publicly and privately about compulsory attendance; but, in my opinion—derived from long experience—any method of compulsion is weak in comparison with the almost irresistible power of a "live" school—one where the teaching is skilled, enterprising, picturesque, whole-souled. Let the school-room be made more attractive than the work-shop or the street-corner, and discussions on "child-labor" will be reduced to a minimum, while the position of the truant officer will become a sinecure.

The best way to learn is to teach well; so that good teaching is as beneficial to the teacher as it is to his pupils. Because, good teaching demands not only actual knowledge, natural aptitude and professional training, but also a general and special preparation for every day's work; and this involves, on the part of the teacher, regular professional reading, attendance at professional meetings, and perhaps more than all, a serious and intelligent consideration of his particular duties before and after the work of the day.

Take care of the junior classes and the seniors will take care of themselves—to a very great extent. The true teacher never builds his fame on the success of his senior class. His classes are all equally successful, each according to its grade; his school is a good "all around" school. To this end he directs his finest efforts to the cultivation of his primary class, knowing that unless he does this, he can no more produce good scholars than a builder can erect a solid fabric on slight and shallow foundations. If good scholars have been made by the contrary practice it was because they were naturally gifted: the foundation lay within themselves.

8. *Analysis of the Curriculum.*

Two years go, in order to facilitate the work of First Form teachers, I drew up a "Limit Table" nearly as given below, and have since found it to work well. It will be noticed that the scheme while specifying the work expected of each section of Form I., closely adheres to the departmental programme. (See column headed "Senior Grade"). I shall take the liberty of proposing early next year a similar analysis for the other forms, as each of these is conveniently composed of a senior and a junior section.

LIMIT TABLE—FORM I.

Subject.	Primary Grade.	Junior Grade.	Senior Grade.
Reading.....	From tablets, first six lessons of Part I., First Reader (Word Method).	The whole of Part I., First Reader(Word and Phonic Methods).	The whole of Part II., First Reader.
Spelling.....	.....	Words of the Reader, Part I., on slates and orally.	Words of the Reader, Part II., on slates and orally.
Geography	Development of Direction — right, left, back, front, up, down, etc., by means of language lessons.	The cardinal and semi-cardinal points; direction and distance from school of chief objects of interest in neighborhood.	Conversations about land and water; light, heat and air; plants and animals; divisions of time; the seasons.
Language Lessons....	Conversations on familiar objects and actions; picture lessons; story lessons.	As in preceding	As in preceding; recitation by pupils of incidents observed; correction of colloquial errors.
Arithmetic..... . .	Combinations to form the number 5, with objects.	Combinations to form the number 10, with objects.	Numeration and notation to 1000; addition and subtraction with special stress on practical work, oral and written.
Writing.....	On slates	On slates and paper	Slates and paper; elementary copy books.
Drawing.....	From blackboard models; combinations of 2, 3, 4 and 5 lines; slates.	The Drawing Exercises in Part I., First Reader.	The Drawing Exercises in Part II., First Reader.
Music.....	Simple songs in connection with easy calisthenic exercises; hymns.	As in preceding.....	As in preceding.
Christian Doctrine....	Set by teachers	do	do

NOTE.—As the Primary Grade is composed of little ones just commencing school life, the teacher will recognize the desirability of making the school pleasant and home-like. It is therefore suggested that, as regards these children, he devote several days in the beginning of the session to the Language, Music and Drawing exercises, introducing the other subjects by degrees.

3. Indian School Inspection

Extracts from Reports of Inspectors.

M. J. Kelly, Esq., M.D., Inspector, County of Brant.

Indian Reserve, Township of Tuscarora.

1. My first visit was made on the 13th May to the Grand River *Wesleyan Methodist Mission School* about four miles below Newport. Miss Hyndman, (white), is still the teacher of this school. On the roll 25, present 16, average 14. The new Ontario Readers are now provided. There are maps of the World, Dominion, Ontario and Europe small Globe, Chambers' Dictionary, ball frame and good stove. Needed two chairs, teacher's desk, clock and bell. The steps at the entrance need fixing.

Results of Examination.—Second Part of first class, (6 present), reading "fair," drawl the words, spelling "inferior," arithmetic "fair." Know Roman numerals, rotation and numeration, and can do simple addition. Second Class, (2 present), reading, spelling and arithmetic "fair," can do simple addition and subtraction. Tablet Class, (4 present), just beginning, can talk very little English. Third Class, (2 present), reading "monotonous," literature, (meaning of words and phrases), "fair," spelling do., geography "fair," (know definitions and Ontario counties), grammar "fair," (know parts of speech and can parse a little), arithmetic "bad," (can not do simple division). Fourth Class, (2 present), similar to Third Class in same subjects. English history "good," writing and drawing "fair." Order "satisfactory."

2. June 10th. I inspected *Board School No. 6*, on the Delaware Line, near Oneida boundary. Mrs. Scott, (Indian), teacher. No addition to equipment since last visit. Floor and walls clean. On roll 37, present 34. Third Class, (1 present), reading "fair," literature, spelling, writing, arithmetic also fair, pupil can do simple multiplication and short division. In all the Board schools, as they are called, the classification is defective, the Fourth Class should be the Third Class, the Third the Second, etc. In attainments the Fifth Class in these schools is about equal to a Lower Third in our public schools. Second Class, (3 present), reading and spelling "good," literature, writing and arithmetic "fair." The Senior First Class, (13 present), and the Junior First, (17 present), do fair work, Order "good."

3. *No. 2 Council House School.*—Mr. Robert Hill, (Indian), still teacher. Nothing new added to equipment. Floor and walls clean. On the roll 44, present 32, average 31. Fifth Class, (1 present), reading "fair," literature and spelling "good," arithmetic "fair," (can do reduction), grammar "fair," (know parts of speech), geography "fair," (know something of maps of North and South America). Fourth Class, (1 present), reading "fair," all else "bad." Third Class, (1 present), the same remark applies to this as to the Fourth Class. Second Class, (6 present), reading, spelling and arithmetic "fair," (can do simple addition and subtraction), literature "bad." The two sections of First Class, (24 present), doing rather "inferior" work. Order middling."

4. *No. 9 at the Oneida Boundary.*—Inspected 11th June. No new items of equipment since last visit. Floor, furniture and walls fairly clean. Trees in grounds badly needed. Mrs. Etobico still in charge On roll 45, present 23, average 31. Fifth Class, (1 present), reading, spelling and writing "good," literature, grammar, geography and arithmetic "bad," of grammar and geography scarcely anything known. Fourth Class, (3 present), reading "fair," writing do., literature, spelling, arithmetic, etc., "bad." Only one in the class, (Annie Russell), can spell. Third Class, (4 present), reading and arithmetic "fair," (can do simple multiplication and division), spelling and literature "bad." Second Class, (5 present), reading, spelling and arithmetic "fair," literature "bad." First Class, (10 present), promises to improve. Order "fair."

5. *No. 8 near the "Sour Springs."*—Miss L. Davis, (Indian), teacher. Nothing new added to the equipment. Floor and walls clean. On roll 32, present 21, average 18, attendance reported regular. Third Class, (3 present), reading and grammar "fair," spelling and arithmetic "good," (can work through reduction), literature and geography "inferior." Second Class, (11 present), reading "fair," spelling, writing and arithmetic "good," literature and geography "inferior." First Part—Tablet Class, (7 present), doing fairly. Order "satisfactory."

6. *Thomas (Band School).*—Inspected 12th June. New picket fence around grounds. Double closet moved to opposite corner of the yard and masked. No new equipment in school-room, blackboard and desks very much needed, also small globe and new tablets. On roll 50, present 32, average 30. Order, tone and attention "excellent." Third Class, (13 present), reading, literature, grammar, arithmetic "good," writing, spelling and geography "fair." Fourth Class, (2 present), reading, literature, history "good," spelling and arithmetic "excellent." Senior First Class, (9 present), reading, spelling, literature, arithmetic "good." Tablet Class (8 present), beginning very well.

7. *No. 3 Smith School.*—Mrs. Weatherall, (Indian), in charge here. Nothing new added to the equipment. New ball frame needed, plaster off ceiling. No more trees planted. Floor and furniture clean. On roll 50, present 23, average 19. Fifth Class, (1 present), reading, literature, geography "fair," spelling "good," grammar and arithmetic "inferior." Fourth Class, (1 present), result of examination same as that of Fifth Class. Third Class, (4 present), reading, spelling, literature "good," arithmetic "fair." Second Class, (3 present), spelling and arithmetic "good," reading "fair," literature "inferior." Senior First Class, (6 present), doing fairly. Tablet Class, (8 present), beginning. Order "satisfactory."

8. *Mississauga School, at Oneida Boundary on Chippawa Line.*—Inspected 17th June, Miss Murray, (white), teacher. Nothing added to equipment. Maps of Dominion, Ontario, World, (not Mercator's), and United States of America much needed. New Ontario Tablets and Stormonth's Dictionary also needed.

On roll 27, present 23, average 21. Order "excellent." Junior Second Class, (5 present), spelling, writing and numbers "good," reading "fair," (read too low). Senior Second Class, (2 present), reading, spelling, arithmetic "good," writing and literature "fair." Junior Third Class, (3 present), "good" in all subjects but grammar in which they are "fair." Senior Third Class, (2 present), arithmetic, literature, spelling, geography "good," grammar and reading "fair." Tablet Classes, (12 present), getting on nicely. School-room in good order.

9. *No. 7 Strong's School.*—Miss Russell, (Indian), teacher. No new articles of equipment. No more trees planted, (7 living). Closets might be improved. Floor, furniture and walls clean. On roll 49, present 39, average 38. Order "fair." Fourth Class, (3 present), reading, spelling "good," literature, grammar and geography "fair," (can point out parts of speech and know something of the countries of North America). Third Class, (4 present), reading, spelling, literature "good," arithmetic, grammar and geography "fair." Second Class, (5 present), reading, spelling, literature, arithmetic "good." Senior First, (10 present), and Junior First, (14 present), doing fairly well. Alphabet taught the old way. Showed the teacher how the word methods and phonics might be taught.

10. *No. 11 Beaver's School.*—Inspected the 19th June. Miss Francis Davis, (Indian), teacher. New maps of World and Dominion and large zoological chart provided since my last visit. On roll 45, present 19, average 24. Order "good." Second Class, (1 present), reading "fair," literature "bad," spelling, arithmetic, writing "good." Senior First Class, (6 present), reading, spelling and arithmetic "fair," literature "inferior." Tablets, (12 present), do "fairly." This is a new and a very backward school. The Pagan Indians are numerous in the neighborhood, and judging probably by results, as exemplified around them, manifest no strong desire for the white man's knowledge. I intended to inspect another school that day but failed for cause stated below.

11. *No. 6 School, on Council House Line near Oneida Boundary.*—Mr. John Hickers is the teacher here, now having been removed from No. 3, where he had been but a short time. On my way down the line in the morning I met the Rev. Mr. Barefoot, one of the Anglican missionaries on the Reserve who asked me where I was going. I answered "to inspect the school at Beaver's and No. 6 on my return in the afternoon." On my return I found the school closed and was told by a man who was watering his horse a little distance away that Mr. Barefoot had closed it.

12. *Stone Ridge, Canadian Methodist Mission School.*—Teacher, Mr. Christopher Monture, (Indian), who passed the High School Entrance Examination at Brantford in 1885. Nothing new added to the equipment since last visit. On roll 17, present 8, average 10. Order "good." A small and backward school with inferior accommodation. All in First Class. Senior section, (3 present), reading, spelling, literature, writing and arithmetic "good." Junior section, (5 present), does fair work in the same subjects. The senior section knows a little about geography. The teacher promises to do pretty well. His chief fault, at present, is that he tells too much.

13. *No. 10.*—On the 20th June, accompanied by Mr. Allan Cleghorn, of Brantford one of the white chiefs of the Six Nation Indians, there are several hereabout, I visited this school, but, much to our surprise, found it closed. The day before I had mentioned to the Rev. Mr. Barefoot that I purposed visiting the school on the 20th. We delayed for sometime inspecting the grounds. Soon a group of people, (Indians), came in sight whom we awaited at the cross roads near St. John's Church. Enquiring why the school was closed, a young Indian informed us, that his sister said at home that the Rev. Mr. Barefoot had so ordered it. Who authorized this gentleman to take such action, I did not trouble myself to enquire. We returned home, our day lost.

Rev. W. H. G. Colles, Inspector, East Kent.

Indian Schools on the Moravian Reservation.

First Visit.

On the forenoon of the 20th February, I visited the Moravian Mission School. Here Miss Dora Miller is still in charge, and as ever, patient, careful and successful. These people having been afflicted with the prevalent influenza, the attendance at the schools has been affected to some extent accordingly. There are seventeen pupils enrolled and thirteen in attendance. Though this school has never been a large one, it is calculated to have a powerful influence for good, the children being carefully trained in Bible knowledge, and in religious principles as well as in secular studies. They are doing I. II. and III. class work as in our public schools, and are taught by Mrs. Hartman to sing with the organ, there being a good one in school. They are mostly half-breed children, or at least show decided traces of European blood. Their memories are good and they show special aptitude in writing. Their acquirements are not, on the whole equal to those of the children in the average public school, and in arithmetic especially they are rather deficient, but when we remember that they do not know our language outside of the school, the wonder is that they do so well. There is certainly no lack of intelligence.

The appointments of the school are very complete, from the cabinet organ to the door mat. In the afternoon of the same day I visited the Reserve school about a mile and a half south of the former. Mr. W. N. Tobias, is re-engaged as teacher of this school for the present year, at $350. He is a native Indian, holding a III. class certificate, has had a model school training, and is a very efficient teacher. He is, in intelligence and efficiency, quite equal to the average white teacher. In this school there are forty-two pupils enrolled and there were thirty present. Most of these are typical Indians, few showing traces of "white blood." This school also has been interrupted by "La Grippe," but shows fair progress nevertheless, though none of the pupils present

are further advanced than third class. Most of them are in part two and in second classes. There is here more class recitation and less individual instruction than in the Mission school This is due partly to the greater number attending, and partly to the methods acquired by Mr. Tobias in the Model School. These pupils are fast overcoming their natural shyness, and they answer much more freely than formerly. They are not as far advanced as the average white children in the same grades. The school room has been enlarged, and the school is fairly supplied with furniture and apparatus. A few more desks are to be put in and some additional hooks are required for hats and clothing. They require also a supply of ink and maps of the Dominion and of the World, largest size, such as are furnished by the "Map and School Supply Company," Toronto. It is to be hoped that some method of compulsory education will be put in force here, for it is much needed and would be most beneficial to the Indian children.

Second Visit.

On the 9th day of October, I visited these schools. I arrived at the Reserve school at 8.40 a.m., and inspected the grounds and surrounding before 9 o'clock. The teacher, Mr. Willis N. Tobias, was present, as were most of the children. On this day the Indians were improving their fair-ground, in which the school house is situated. They have doubled the ground in extent, and put the whole in good order, and had a large road-scraper with three teams attached, at work making a half-mile track. These operations had a peculiar interest for the young lads assembled for school, and when rung in at 9 a.m., they came promptly away, tho' not without some wistful looks over their shoulders. The teacher attempted drill and calisthenics at one time but thought best to give it up on account of prejudice against it on the part of the Indians, who regard any new thing with great suspicion and prejudice. The attendance of the Indian children is so fitful and irregular that I seldom see many of the same pupils on two successive visits. On this occasion there were twenty-five present, out of about eighty-five of school age, and I would again on behalf of the sixty absent ones urge upon the Department the desirability of taking some steps to compel their attendance. A by-law was passed in the Indian Council some years ago, that a fine be imposed on those whose children do not attend school, but it has never been acted upon. The children present on this occasion were the first and second classes, and, considering their youth and the irregularity of their attendance, they are doing fairly well in reading, spelling, writing, drawing arithmetic and geography. Their dictation books are very carefully done, and regularly corrected. The mistakes in spelling seem to correspond with their mistakes in pronunciation, as bleasant for pleasant, etc. The order and discipline are very good, and in dress and person the children are fairly neat and clean. The school house having been recently enlarged, there is now ample room for the average attendance. The registration of attendance is very carefully and accurately done. Mr. Tobias, who is an Indian, is very ambitious, and appears to be quite energetic and earnest in his efforts to have the school properly equipped and efficiently taught. A supply of maps is required as follows:—One map of Hemispheres, large size; one map of Dominion of Canada, large size; one map of Ontario, including new territory; one map of Europe.

The school house is kept clean and in good order.

From this school I proceeded at noon to the Mission school at Moraviantown. Miss Dora Miller is still in charge of this school under the supervision of Rev. Mr. Hartman, the Moravian missionary. The school house and surroundings were in very good order and very clean and well equipped. The more advanced children usually attend here, but owing to the admission recently of about nine children to the Mohawk Institute, the Shingwauk Home, and the school at Wawanosh, the number in attendance was reduced to eight. Those present are being carefully taught and Miss Miller spares no pains for their improvement. Philip Jacobs, for instance, is unable to study on account of sore eyes, and Miss Miller teaches him orally and reads to him when he may not do so himself. Though the attendance here is small, the influence of the training

will be great in the future homes of these children. One little girl, Louisa Jacobs, eight years of age, began last May in this school, and though she did not then know a word of English she is now reading very nicely in Part II. reader, and knows the rest of the work for that class very well. It is a great pity to have these advantages neglected by those for whose good they are provided, and idleness and vice correspondingly increased. Some strict measures should be put in operation to have the children daily in the schools instead of lying about at home with the dogs, or getting into mischief out in the woods.

C. S. Barnes, Esq., Inspector, East Lambton.

Indian Schools at Kettle and Stoney Points.

Kettle Point.—At Kettle Point the day was somewhat unfavorable and the attendance was small. The school is at present under the management of Miss Sarah George, and at the time of my visit the prospects were not very encouraging. Having had no training as a teacher, and not having attended schools where good teaching could be seen, she does not appear to have much ability to impart instruction, and I would recommend at the close of this term that a change be made, and a teacher employed having some knowledge of methods, as well as scholarship. Especially should the teacher be familiar with the work of the junior classes, as the pupils in attendance belong chiefly to those classes.

Stoney Point.—At Stoney Point the work is under the management of Miss Annie Vance, and is more satisfactory. The reading, spelling, writing and arithmetic are very good. In Arithmetic some knowledge of practical problems has been given, and in those of an elementary character the mechanical work is very neatly and carefully done.

In writing the work has been fairly well done. A supply of copies is required at present. Say one half-dozen each of numbers *one two* and *three.*

The junior classes are doing very well. There are seventeen names on the roll with an average attendance of about twelve or thirteen.

John Brebner, Esq., Inspector, West Lambton.

Indian Schools on Walpole Island and Sarnia Reserve.

First Visit.

St. Clair Mission School was visited on the 25th of April, when eight boys and eleven girls were present. Mr. John I. Millikin, Indian, who has passed the Entrance Examination, is the teacher and does fair work, but both teacher and pupils are alike fond of going off for a days outing when they should be at school.

Fourth Class: One pupil, reading middling, spelling good, writing good, arithmetic poor (only division), geography middling, composition bad.

Third Class: Three pupils, reading good, spelling good, arithmetic good (division, etc.,) geography middling, composition fair.

Second Class: Senior two pupils, reading good, spelling good, writing good, arithmetic good.

Junior three pupils, reading middling, spelling good, writing fair, arithmetic good up to multiplication by three and four.

First Class, Second part: three pupils, reading middling, spelling poor, writing good arithmetic (only addition) good.

First part; five pupils, reading middling, spelling none, writing good, can count up to ten and make the figures.

The windows are in need of repairs. The furniture is not suitable and is getting out of repair.

Walpole Island No. 1 was visited May 27th, p.m., when seven boys and two girls were present, Mr. Peter Thomas (Indian) teacher, has not passed the Entrance Examination and is doing little or nothing to improve his scholarship.

Third Class: A boy and a girl, reading good, spelling very good. The meanings of the words beautiful, hungry, cold, hair, sold, blew, beginning, slippers and galloping were given by one or other of the pupils. Arithmetic good, but only multiplication and division, writing good, geography middling, composition (a letter) fair.

Second Class: A boy and a girl, reading good, spelling very good, meanings of the words, mother, dish, cord, buttons, clothes and leaf were given; arithmetic good, writing fair, geography only middling, letter not good.

First Class, Second Part: Three boys, reading indistinct, meanings of the words, feet, fish, net, sand, stockings, shoes and catching were given, the last with nets and with hooks; spelling very good, arithmetic good, writing fair, geography not good.

First Part: Two boys, reading fair, the meanings of the words boy, hand and cub were given correctly; writing fair, arithmetic good.

The attendance at this school is not good; last week the average attendance was nineteen, the lowest being eighteen, the highest twenty-one, yesterday there were nineteen present, this forenoon there were thirteen, this afternoon there are only nine.

Walpole Island, No 2, was visited May 28th, a.m., fourteen boys and sixteen girls being present, Miss Nancy Osagee (Indian) teacher, passed the Entrance Examination at St. Thomas in 1887.

Third Class: A boy and a girl, reading good, the meanings of the words, creature, feature, supper, jump, speak and play were given, but not of beautiful and sunshine; spelling very good, arithmetic middling, writing very good.

Second Class: Three boys and six girls, reading good but indistinct, meanings of the words, sand, tree, child, plant and house were given, but they could not give an equivalent for seed, little or grow; spelling good, writing fair, arithmetic fair.

First Class, Second Part: Four boys and seven girls, reading fair, could only give the meanings of the words, rope, box, fire, run, but had no equivalent for bucket, wide, darkness, color or eat.

First Part, six boys and two girls, reading middling, spelling good but only two could do either, the other six had just begun to attend.

Walpole Island, No. 3, a new school, was visited May 28th, p.m., Mr. Wm. Peters (Indian) teacher, has not passed the Entrance Examination yet.

Third Class: One boy, reading very good, spelling fair, arithmetic good, but only multiplication, writing very good, letter good.

Second Class: One girl, reading good, she gave the meanings of the words, bill, tree, fox, fine, black and lovely, and for crow the Indian for raven, but could not give equivalent for eat, saw or get; spelling good, arithmetic (addition) fair, writing good.

First Class, Second Part: Five boys and two girls, reading good, gave the meanings of the words, boys, old, print, boat, lent, hunt, good and nice, but could not give an equivalent for tent, lives or call; spelling middling, arithmetic fair, writing very good.

First Part: Fourteen boys and thirteen girls, reading good, spelling good, writing fair, twelve can write numbers up to ten and count up to twenty, and gave the meanings of the words, mud, sod, bed, gad, dog, leg, run and sea, but not of hid or had. Fifteen need tablets, and as many are without slates.

In Geography a few definitions and a little map notation are known, drawing is good but they have no copies.

Second Visit.

No. 1 Walpole Island.—Visited September 24th a.m., Mr. Peter Thomas, (Indian), teacher, no certificate but has taught in Ontario, and Wisconsin Indian schools. This school has had a very low average attendance, but to-day there were thirteen boys and sixteen girls present. Three boys from Squirrel Island came in at 11.30, others were all in before ten. These three boys had to cross Squirrel Channel and walk nearly three miles.

The teaching of the nineteen children in the First Book, Part I. is mostly individual, but may be arranged as follows: Four boys and one girl; reading fair, spelling good, arithmetic, counting and writing figures, only middling.

Seven boys and seven girls; reading and spelling good, they can count to twenty-nine, writing not good.

Second Part First Book, two boys and three girls; reading middling, spelling fair, arithmetic good (they can do addition and multiplication) writing good, know the counties of Western Ontario.

Second Book, one boy and one girl; reading middling, spelling fair, writing good, arithmetic (multiplication and easy division) correctly done, geography the same as in Second Part of First Book.

Third Book, two boys and one girl; reading middling, spelling fair, writing good, arithmetic good, (but only multiplication and division), geography middling. Wrote a letter: girl's one good but used "bods" "roung" in the sentence, "We see *boats* running *round* here." The connections were wanting in the boy's letters.

No. 2 Walpole Island.—Visited September 25th, p.m. Miss Nancy Osagee, (Indian), teacher, she has an entrance certificate.

The attendance (ten boys and nine girls) was smaller than usual because two threshing machines were working in the neighborhood.

First Part of First Book, one boy; reading good, spelling middling, writing and arithmetic fair (or better than middling).

Three boys and three girls, just beginning, can count up to ten.

Second Part of First Book, three boys and three girls; reading, spelling and arithmetic only middling, but writing good.

Second Book, two boys and three girls, reading, spelling and arithmetic fair, writing good, geography middling.

They could give the Indian equivalent for "stone, little, bell, head, fence," but not for "try, chirp, catch." The verbs trouble them most, then adjectives, but they can give most of the nouns.

Third Book, one boy, reading fair, spelling good, arithmetic bad, writing very good, geography middling, drawing none. Formerly drawing was very good in this school.

This boy gave the Indian equivalent for "ship, swan and shirt," but could not for "sailed, lies, gone." On being asked to write a letter, he wrote as follows, without any of the forms used in letter writing: "I will try to tell you about our school. There are eight boys and eight girls, and we have good play-ground, blackboard and books all right."

The school house is situated in the centre of the island, and children are nearly all Pottowatomies. They are more timid and speak less distinctly than when Mr. Peters was teaching.

No. 3 Walpole Island.—Visited September 25th a.m., Mr. Wm. Peters, (Indian), teacher. He has no certificate but is the best Indian teacher that I know. There were sixteen boys and thirteen girls present. Two of the boys are from St. Anne's Island. They could not attend at No. 2, but have made rapid progress since this school was placed within their reach.

First Part of First Book ; as the school has only been open this year, most of the children are in this book.

(*a*) Four boys and three girls, reading and spelling fair, can count to 100.

(*b*) Three boys and two girls, reading fair, spelling none, arithmetic good.

(*c*) Four boys and six girls, reading and spelling good, arithmetic and writing fair.

They could give Indian equivalents for "hog, run, log, fat, hen and pen." They gave two meanings of "pen."

Second Part of First Book, three boys and two girls, reading and spelling good, arithmetic and addition good, subtraction only fair. They gave the *Indian* for "read, lived, scarlet, berries, middle, boys, throw, stones, pond, mark" but were doubtful about "*sharp*" and had no word for "*enough*."

Second Book, no pupils present, but their copy-books were well written.

Third Book, two boys, reading good, spelling fair, arithmetic (subtraction and addition, middling, writing fair, geography good. Gave Indian for "drive, met, traveller, approached," but not for "ignorant or gradually."

The following are copies of letters written by the third book pupils :—

Dear Sir,—I am writing to you to tell you that some boys do not wash their faces in the morning and the teacher had to send them to the river to wash their faces. Some boys come in school, no shoes, and they look bad with their dirty black feet.

CHARLIE JOHNSTON.

Dear Friend,—I now a few lines to you to tell you about all my studies. I am in the Third Reader, and also learning geography, grammar, history, writing, copy book and drawing. There are twenty-nine *schollars*. That is all I can say.

Good bye,
I am yours truly,
GEORGE S. KIYOSHK.

St. Clair Mission.—Visited September 29th, a.m., Mr. J. J. Millikin, (Indian), teacher, has an Entrance Certificate. Six boys and twelve girls were present.

First Part of First Book, two boys and two girls, reading good, spelling fair, writing fair, arithmetic fair, (counting).

Second Part of First Book, Two boys and two girls ; reading good, spelling middling, writing, fair, arithmetic middling, (addition).

Second Book, two boys and five girls, reading middling, spelling fair, writing good, arithmetic (multiplication) fair. In their dictation they do not use capitals.

Third Book, one girl, reading middling, spelling and writing fair, arithmetic, (division) good, geography good. Her "letter" was a fairly good piece of composition.

Fourth Book, two girls, reading fair, spelling and writing good, arithmetic (G. C. M.) good, geography good, but they were not very sure of the correctness of their answers. One "letter" was good, the other not.

The attendance at this school should be better. Several of the children speak English well. The mother of the two girls in the Fourth Book is a white woman and their father chief Nelson Jacobs.

J. Dearness, Esq., Inspector, East Middlesex.

Oneida Indian Reserve.

I visited the Indian schools on the Oneida Reserve about the middle of February, and again at the end of September, 1889. The different matters that needed immediate attention I reported at once to the Indian Agent in charge, and they were, I believe, all attended to, except the repairing of the blackboards. For this purpose the agent had got some slating, which was to be used immediately after my second visit.

Oneida No. 1.—Teacher, Miss M. A. Beattie, (white), school-room clean, and nicely decorated with mottoes, pictures, and the work of the children. Largest attendance in one day up to date of visit, (18th February) 27 pupils; two of them, present, did fairly well in the work of the junior 3rd class—these were the most advanced. 26th September, sixteen present, of the forty-six names registered since the 18th August, five are in the 3rd class, eight in the 2nd class and the remainder in the several divisions of the first class. The school is supplied with globe, maps, tablets and all that is really necessary except a good blackboard. The last was to be made good shortly after my second visit. Miss Beattie is painstaking, and her long experience in this school enables her to do as good work here as can be expected.

Oneida No. 2.—Teacher, Miss Phoebe Waddalove, (native). The teachers of this school and No 3, although both natives, do not speak the Oneida dialect and hence have to instruct through English only. On the occasion of both my visits (19th February and 27th September) this school was small. At my second visit there were five pupils present in the 3rd class, three of whom did creditable work. Of the twenty-four pupils registered there were thirteen present on day of visit. The school needs tablets and a better blackboard.

Oneida No. 3.—At both my visits Miss Catharine Jackson, (native), was in charge but owing to her protracted illnes, two other teachers had taught most of the meantime. Thirty-six pupils are registered, as many as twenty-one have been present at once, they are nearly all in the first class. The progress in speaking and writing English—of which my examinations chiefly consist—has been retarded in No. 3, doubtless owing to the frequent changes of teachers and interruptions. Neither No. 2 nor No. 3 is nearly so tastily decorated as Miss Beattie's school. They all need to have their blackboards improved.

H. D. Johnson, Esq., Inspector, West Middlesex.

Mount Elgin and other Indian Schools.

First Visit.

Mount Elgin, Mr. Urban Pugsley's Room.—The school-room is a good one, and kept neat and clean. The desks and seats are in excellent order. The steps at the outside door are getting somewhat old and decayed; new ones will be required soon. The lighting and ventilation are satisfactory. The school yard is fenced and kept in good order; it is rather small for the present attendance, but the manager, Mr. Shepherd, told me that it was his intention to enlarge it by the addition of some ground on the south side. The pupils were well dressed and looked comfortable. There are four in the fourth class, thirty-seven in the second class, ten in the First Class, Part II. and one in the First Class Part I. The standing of the pupils is fair. The discipline, order and general management are good. On the whole Mr. Pugsley does his work very satisfactorily, and handles his classes with consummate skill. He is an excellent man for the position.

Mr. Morley Shepherd's Room.—Mr. Shepherd occupies a room in the new building which is about completed. He holds a third class non-professional certificate. He teaches very well and shows a good deal of tact in the management of his classes. There are twenty-eight pupils in this room classified as follows: eight in the third class, eight in the senior second class, nine in the senior first class, and three in the junior first class. Everything in the room is in excellent condition. The blackboard is rather small; standing of the pupils fair; order, discipline, etc., etc., good. The stair leading to the school room is rather too steep, it needs a railing at the sides. The pupils attending this room use the same yard as the others.

The pupils attending both rooms speak English with a fair degree of fluency.

Joseph Fisher's.—School house needs a foundation; inside is in very fair order; floor and walls fairly clean; desks and seats are of the old kind and in fair order. The blackboard needs repairing and coating. The school yard is fenced only in front; the

water-closets are good and kept clean; there is no well or trees. The yard is fairly well kept. Standing of the pupils very fair; the discipline, order, etc., etc., good. This school, as a whole, is about the best conducted that is on the reserve. There were nine pupils present at the time of my inspection.

Bear Creek.—This school is taught by Miss Gilbert, who holds a second class non-professional certificate; she has had some professional training, and does her work very neatly. The school house needs whitening inside and outside. The floor is middling clean; desks are in good order, blackboard very good. I found ten pupils registered and six present. The standing of the pupils is fair; they add with considerable rapidity. The discipline, order, etc., etc., fair. The school yard is fenced only in front; the closets are good; no well or trees. The attendance at this school is not very regular.

Church of England.—The school house is an excellent one, the interior and exterior are in admirable order; desks of the improved kind. The yard is large and fenced on three sides, the water-closets are good and kept in good condition. The school is taught by Mrs. Lucy Fisher (Indian) who was trained at the Brantford Institution. She insists on the pupils speaking English when in the school yard. When I visited the school sixteen pupils were registered and five present. The standing of the pupils is fair, one pupil did remarkable well in arithmetic. The discipline, order, etc., good. The attendance at this school is very irregular.

Back Settlement.—The walls need whitewashing on both sides. The floor is well swept and fairly clean; desks in poor order and not fastened to the floor. Some of the windows are broken, there are four panes out of one. The blackboard is in good order. The school yard is not fenced in front; no trees; no well; two closets. At the time of my visit there were twenty-one pupils registered and sixteen present. The standing of the pupils is fair; two girls in the Third Reader did remarkably well. The order is fair, some whispering indulged in at the seats. The teacher insists on the pupils speaking English when playing. As in the other schools on the Reserve the attendance is not very regular. The school on the whole is doing very fair work. The teacher holds an Entrance Certificate and attended the Strathroy Collegiate Institute for some two years after passing her examination. She does her work pretty well.

I would venture to respectfully recommend that the pupils from the reserve be required to pass some kind of an examination before being admitted to the Institution. Let there be some standard fixed, however low, and insist on the pupils coming up to that. This would stimulate both the teachers and pupils to greater exertion and make them feel that they had something to work for, in a word, it would have the same beneficial effect that the High School Entrance Examination has on the Public Schools.

Second Visit.

Church of England.—This School is taught by Miss Emily Tobico (Indian), who was trained at the Brantford Indian Institute. She has had six years experience as a teacher.

The school house is an excellent frame building in a first-class state of repair. The desks are of the most improved kind and in good order. The blackboard is very good, but rather small. The yard is large and well fenced with boards on all sides. There are two excellent closets, well kept. I found nineteen pupils registered, classified as follows:—Eleven in the First Part of the First Book; two in the Second Part of the First Book; two in the Second Book; and two in the Third Book. There were twelve pupils present the day I visited the School. The attendance is somewhat irregular. As to the standing of the pupils present it is only middling. The order was only fair. The School is tolerably well taught. The change of teachers appears to have increased the attendance. The teacher insists on the pupils speaking English when playing as well as in the school room.

Back Settlement.—This school is taught by Miss Elsie Cobban (white), who holds a High School entrance certificate. She has had no professional training. Miss Cobban is a good teacher and thoroughly devoted to her pupils; she visits the parents frequently, and tries every way to encourage them to send their children regularly. The school did well during the interval between my visits.

The school house needs whitewashing outside and inside. New desks are required, and also a teacher's desk. The floor is clean, and everything in the interior is kept very tidy. The yard is fenced on three sides and open in front. There are two closets which are kept in fair order. There is no well or trees.

At the time of my visit there were twenty-four pupils registered, and eighteen of these were present, classified as follows:—Six in Part I. of First Book; eleven in Part II. of the First Book; and one in the Third Book. Those present did well in writing, drawing, spelling and the simple rules of arithmetic; they also appear to understand what they read. The reading lacks expression. The school was well taught this year.

Joseph Fisher's.—There is no foundation under the school house. It needs painting on the outside and whitewashing on the inside. The desks are in middling order, but very old-fashioned. A new lock is required for the door. The blackboard needs repairing and coating afresh. There is a fine large yard fenced on two sides. The weeds were not cut this summer. There are two excellent closets, well kept. The school was closed the day I visited it, but I saw the teacher and he told me that there were fifteen pupils registered, classified as follows:—Four in the First Part of the First Book; five in the Second Part of the First Book; five in the Second Book; and one in the Third Book.

Bear Creek.—This school is taught at present by Mrs. Lucy Fisher (Indian). She was trained at the Brantford Indian Institute.

The school house has been put into good repair since my last visit; the walls and ceiling are clean and white now. The floor is clean and well swept. The desks, of the kind, are in fair order. The blackboard is very good. The yard is large, and fenced in front. The weeds have not been cut in the yard this summer. There are two excellent water closets, well kept. There are no trees or well.

There were no pupils present the last time I visited the school. The first time I visited the school this fall it was closed on account of the building undergoing repairs. There are eight pupils registered, classified as follows:—Four in the First Part of the First Book; one in the Second Part of the First Book; two in the Second Book; and one in the Third Book. The attendance at this school is irregular.

Mount Elgin.—Miss E. E. Hales' Room.—The school room is very good. It is well kept. The floor and steps are somewhat worn, but as the whole building is to be renovated next year, these require no attention at present. The desks, board, lighting, etc., are all in a very satisfactory state.

The teacher, Miss E. E. Hales, who holds a Second Class Provincial certificate, has had about ten years' experience. She presents her subjects well, and is very thorough in her teaching. The standing of the pupils in this room in writing, drawing, spelling, and the mechanical operations in the simpler rules in arithmetic is very good. The reading lacks expression. The pupils speak fair English in both rooms. The discipline, order and management are very satisfactory.

Miss H. Rice's Room.—The school room is excellent. It is well kept. Everything in the interior is in first-class order. A larger black board is to be put up at once in this room.

The teacher, Miss H. Rice, holds a Third Class Non-professional certificate, has had no professional training, or experience, except as a tutor. She teaches fairly well and insists on thoroughness in all her subjects. The standing of the pupils in writing, spelling composition, and the mechanical operations in the simple rules in arithmetic is very good; in history and reading, only fair. The discipline, order and management are very satisfactory. The yard, closets, water supply, etc., etc., are all very satisfactory.

Since the Institute re-opened after the midsummer holidays eighty-six pupils have entered the school. At present there are eighty-two in attendance. These are classified as follows:—Ten in the First Part of the First Book; thirty-five in the Second Part of the First Book; twenty-eight in the Second Book; three in the Third Book; and six in the Fourth Book.

All the pupils are taught to work. Some of the boys are taught farming, some shoemaking, and some carpentry. The girls are taught housework as well as plain sewing, knitting and laundry work. Two-thirds of the time each pupil is required to attend school, and the other third is devoted to whatever trade or calling the pupil is learning. The only day that is observed as a holiday during the Christmas holidays is Christmas day, the school goes on as usual during the rest of the time. On every Saturday there is school one half of the day, so that each pupil attends school four days in the week, and is gaining a knowledge of manual labor the other two days.

James McBrien, Esq., Inspector, Ontario.

Indian School, Township of Rama.

Miss Hattie Taylor, daughter of the minister in charge of the Indian Mission, is the teacher. Naturally apt, energetic, dutiful and painstaking, the school makes fair improvement considering the adverse influence.

It appears that the pupils were very much interested in gathering medicinal roots this year for exportation to Japan, and therefore, they were very irregular in their attendance, which inevitably reduces the efficiency of the school. The teacher's management, government and discipline are exemplary, and therefore the influence exerted is admirably calculated to improve the pupils' habits of attention, order, obedience and industry.

The Status.—Reading, very fair; spelling, good; literature, very fair; geography, very fair; writing, very good; drawing, very good; arithmetic, fair; composition, fair.

R. G. Scott, Esq., Inspector, Renfrew.

Indian Reserve, Golden Lake.

I visited the school twice during the year, viz.: on the 14th of February and the 12th of November.

First Visit.—The morning was extremely cold, and though I waited till ten o'clock, only three pupils were present, two in the Alphabet and one in the Fourth Book.

The register showed a total of 11 pupils, 8 boys and 3 girls, who, the teacher informed me, were classified as follows, viz.; Fourth Book, 1 girl; Third Book, none; Second Book, 2 girls; First Book, Part Second, 2 boys; First Book, Part First, 6 boys.

Second Visit.—I found a total registration of 19 pupils, 9 boys and 10 girls, who were reported to be classified as follows: Fourth Book, 3 girls; Third Book, none; Second Book, 2 girls, 1 boy; First Book, Part Second, 1 girl, 2 boys; First Book, Part First, 4 girls, 6 boys.

Pupils present on the day of inspection: There were 13 pupils present, 6 girls and 7 boys, classified as follows: Fourth Book, 1 girl; Third Book, none; Second Book, 1 girl; First Book, Part Second, 1 girl, 2 boys; First Book, Part First, 3 girls, 6 boys.

The pupil in the Fourth Book had not been at school from December last until the day of my visit. She could read and write well, was able to work fractions and has a creditable knowledge of geography.

The pupil in the Second Book did not read or spell well, she could work subtraction.

The pupils in the Second Part of the First Book read and spelt very well and could work subtraction nicely.

The writing of all the pupils was very good, some of those in the First Part of the First Book being able to write as well as pupils in the Second Book generally do.

The school-room was neat, clean and comfortable, a good supply of wood had been provided, and the general condition showed that proper attention had been given to these matters by those on whom such duty devolved.

Isaac Day, Esq., Inspector, East Simcoe and Muskoka.

Indian Reserve School.

I visited this school twice, once on May 14th, and once on October 15th. On my first visit I found five present, two girls and three boys. Teacher Mr. D. Carmichael. On my second visit there were present fifteen pupils, six boys and nine girls. Teacher, Mr. C. Cooke, a young Indian. Mr. Carmichael has a II. Class certificate, and Mr. Cooke, besides passing the Entrance Examination, attended the Orillia High School for six months. The equipment of the school is fair. There are now two maps, a very good blackboard, good seats, and a teacher's desk. The building is warm and comfortable.

I cannot say that much progess was made between my last visit of 1888 and my first of 1889. At the latter visit all the children were in the first part of the first book and read very poorly. Their knowledge of numbers was very meagre, and their knowledge of the English language about the same.

On my second visit I found three in 2nd book, two in 2nd part and ten in 1st part. Those in 2nd book could spell, read, and write very well—i. e. mechanically. They understood very little of what they were doing. They knew very little about arithmetic. None of them knew anything worth speaking about of geography.

At each of my visits I urged the teacher to use the English language as much as possible, and the Indian as little as possible. Although Mr. Carmichael did what he could towards teaching them English, the result was far from satisfactory. This is scarcely to be wondered at, for these children never hear a word of English spoken outside of the school room. Most of the parents speak English very well and are anxious that their children may learn it, yet they never use it at home. I think it is folly to attempt to teach reading, or even arithmetic or geography to these children through the medium of the English tongue until they have a certain knowledge of the language. Unless the children know the meaning of the words they hear, whose symbols are in the reading books, the teaching will be of no value. Of what use is it to an Indian child to be able to pronounce the word "cat," to write it, or to recognize it in print, if he does not know the meaning of it.

I have advised the teacher to put away all books for a portion of every day and during that time to turn the school into a real English school, to use, when possible, nothing but English, and to let the children use nothing but English. In this way could be taught the words expressing the ordinary relations, the most common qualities and things. Only when a child knows the meaning of the most of the words in a reading lesson should he be allowed to read it. Ordinary children are familiar with the meaning of the words and it is sufficient to present the symbols representing the word. As soon as the child understands the word the symbol can be shown and the association will be made. With the Indian child there can be no correct association until the child understands what the sound of the word represents. As with the English child so with the Indian child, his reading should be nothing more than what is familiar to him. In this way can the child's understanding be carried along with what he reads.

A. McNaughton, Esq., Inspector, County of Stormont.

Indian School, Cornwall Island.

On the 28th May I visited the Indian school on Cornwall Island, taught by Mr. Louis Benedict, an Iroquois Indian, educated in the institution at Brantford.

The attendance as usual was small, there being only eight present and twelve enrolled for the quarter.

The pupils present were very young, but their progress was satisfactory considering their ages, and the disadvantage of learning in a language which they do not generally use in ordinary conversation with each other.

They were enrolled in the first, second and third classes, and were instructed in reading, spelling, writing, and in the simple rules of arithmetic.

The language of instruction is English.

I visited the Protestant school for Indian children on Cornwall Island on September 5th, when I found only six pupils present. The cause of the small attendance was probably the fact that the visit was made during the harvest season.

The pupils were not proficient in the use of the English language, but some progress in that direction has been made, and English appears to be coming slightly more into use among them.

Those present were examined in reading, spelling, writing, arithmetic and geography.

The progress of the school is slow and is likely to continue so, but those who avail themselves of the facilities placed within their reach are likely to benefit thereby.

A. B. Davidson, Esq., Inspector, North York.

Indian School, Georgina Island.

On the 26th of November, I visited this school and learned that Mr. Dimsdall, the former teacher, had left about the 1st of July, and that the school had been closed till the 5th of November. On this date Mr. George McCue, one of the Indians on the Island, took charge of the school for a few weeks. He has no certificate of qualification of any kind. The number of pupils enrolled, since the school was opened on the 5th inst., was 21 and the average attendance was 15. Those enrolled were classified as follows: Fourth Book 1, Third Book 4, Second Book 2, First Book, Part Second 5 and Part First 9. The reading of all the pupils was slow and very monotonous, spelling fairly good, knowledge of the reading lessons very little in most cases. With the exception of the pupil in the Fourth Book, all the pupils in arithmetic were in the simple rules and were very slow in performing the operations. The equipment of the school was satisfactory, plenty of good seats and desks and the room comfortable. A little kindergarten material might be used with great advantage to the children, by a skilful teacher, as they show no little aptitude for construction, drawing and writing. The progress of the school has suffered much on account of the many changes of teacher and their being sometimes without one altogether.

Until a good mission house is provided, and an energetic missionary is appointed to take charge, and such inducements added as shall give permanency to the position, the school cannot be of very much real value to the people.

D. McCaig, Esq., Inspector, District of Algoma.

Protestant Indian Schools in the District of Algoma.

Only five out of the nine schools in the district were visited this year. This has arisen from the fact that during the present year I found it necessary to visit certain new stations along the C.P.R., where a number of new sections had been formed and new schools opened. Time did not, therefore, admit of my visiting the Rainy River District, where four of the Indian schools above referred to are situated.

Of the schools visited, the following report sets forth, as concisely as possible, their condition and standing as regards attendance and progress.

February 6th.—Visited the school at Garden River, taught by Miss Helen Brown, holding a Third Class local certificate. Found in attendance thirteen pupils, and thirty-two names on the register—school small on account of sickness. Classes ranging from I. to III. books inclusive. Reading, spelling, writing and arithmetic, with a beginning in geography and grammar, include the subjects pursued by the classes. In the three former a very fair showing was made.

Visited this school again on *29th September*, and found thirty-four names entered on the register, with twenty-two Indian and six white children in attendance. Classes as formerly I. to III. books inclusive, and progress quite satisfactory.

This is altogether the most successful Indian school in the district where the pupils are under the control of their parents, the great difficulty in all these cases being irregularity of attendance.

February 6th.—Visited the Wawanosh Girls' Home near Sault Ste. Marie, which is this year taught by a Mrs. Champion, who has had considerable experience in teaching private schools, and is now doing good work among her Indian girls. Found recorded on the school register twenty-nine pupils, and nineteen in attendance. The girls are here taught sewing, knitting and housework, and the half-day system of tuition is followed, so that not more than half the pupils are found in the school-room during any one visit. Of those present, classes ranged over I. and III. books inclusive, with standing up to the average white schools of this district. Reading, writing and spelling were good throughout, geography and arithmetic fairly well up in the third class, and very satisfactory answers obtained in elementary grammar.

A second visit was paid to this school on *29th September*, when only sixteen names were found on the register and twelve pupils in attendance. The school might be characterized as exhibiting good order, cleanliness, and attention, but as about half the pupils were new recruits, the standing of the whole school could not be classed as being so satisfactory as on former visit, except in the case of the older pupils who had continued in attendance.

February 7th.—Visited Shingwauk Boys' Home, but found school dismissed, it being what was called inspection day, during which a general overhauling, as regards cleanliness and order in the school-room and dormitories, takes place. I therefore visited this school-room on *May 20th* and again on *29th September*, as no examination of pupils could be secured at my visit in February.

At my visit on *May 20th* I found sixty-three names on school register, and twenty-six pupils in attendance. Here also the half-day system is carried out, which accounts for the small number in the school-room as compared with the number on the register. In this school classes ranged over the first four books of the authorized series, with all the other studies taken up which are found in connection with those books in our public schools.

This has always been and is now one of the most successful Indian schools in my inspectorate. Two Indian boys from this school, in July last, passed the High School Entrance examination, the first to do so from any Indian school in the district.

Visited a second time on *29th September*, but found number in attendance greatly reduced, only about one-half the usual attendance being present, the chief difficulty being lack of support to furnish food and clothing for the larger number who had hitherto patronized

the school. The classes, as formerly, extended over the first four books, with the attendant course of studies fairly well up. A Mr. McCallum, who holds a Third Class professional and Second Class non professional certificate, has been teacher here for about three years, and has during that time raised the school much above its former standing.

February 17th.—Visited Sheguiandah Indian school, taught by Mr. James Keatley, who holds a Second Class Normal School Certificate (Irish National Schools). Found on roll eighteen, and thirteen present, with classes only in I. and II. books, and nothing attempted but reading, writing, spelling, and a little addition. This is one of the most difficult schools in the district to keep up. The causes appear to be carelessness of parents, and the absolutely worthless character of the soil in a great part of the Reserve. For this reason the Indians must find employment elsewhere. They and their families are therefore nearly three-fourths of the year absent from the Reserve, and consequently children cannot or do not attend.

Visited this school again *18th September*, but found only one Indian and three white children in attendance. So far as any progress or actual work is concerned, this school might as well be closed. An average of seven or eight pupils during about three months is all that can be secured, while during the remainder of the year the attendance is not over half of this number.

February 17th.—Visited Sucker Creek Indian school, taught by a Miss Maggie Lewis, who holds a High School Entrance Certificate, obtained in Parkdale. The attendance at this school is never higher than twelve or fifteen, but it has hitherto been much more regular than at the Sheguiandah school. On the day of my first visit the weather was exceedingly stormy, and only two pupils reading in the I. book were present. Visited the same school again on *18th September*, and found only four pupils in attendance, these also reading in the I book, and attempting a little writing and addition.

In closing my report of Indian schools for the current year, I can only again call attention to the very unsatisfactory character of these schools. Where pupils are wholly under parental control, very little desire and no effort whatever on the part of these parents is put forth to keep their children at school with anything approaching to regularity, while any attempt on the part of the teacher either to coax or coerce these children into regular attendance only drives them away altogether. I can only therefore urge such action on the part of the Dominion Government as will in some way, or from some motive, induce Indian parents to keep their children at school for some definite portion of the year. If this cannot be done I feel very strongly convinced that a number of these schools might as well be closed so far as any advantage to Indian children is concerned.

Nipissing and Parry Sound Districts.

Rev. Geo. Grant, Inspector, Nipissing and Parry Sound.

Indian Schools of Nipissing and Parry Sound Districts.

Changes in the staff of teachers, combined with an unusual amount of sickness amongst the children, have to some extent, hindered the progress of the work in these schools during the present year.

Miss Christina John, Indian teacher of No. 2 Parry Island, was afflicted with sore eyes and unable to teach for two months, dating from 24th March. Mr. D. Menomine, Indian ex-teacher of Harvey Inlet School, took her place for two weeks. The school was closed during the balance of the two months. Miss John, although partly restored in health, felt unable to continue her work in the school and resigned at midsummer. Her place at No. 2 was filled for a short time by a Mr. T. J. Paget, of Sundridge, who took a literary certificate at the District Examinations. He also being com elled, through illness, to resign, and Miss Emma Nicholson, of Vigo, was, after con-

siderable loss of time, at length secured for that position. Mr. Joseph Chibbina, Indina, pupil of the Shingwauk Home, who held only a temporary certificate, was found to be doing very poor work as teacher of the Harvey Inlet School, and as he, apparently, was not disposed to make any effort either to improve himself, or to secure a proper certificate, his engagement was allowed to lapse at midsummer.

After two months loss of time, we were fortunate enough to obtain the services of Miss A. M. Nicholson, of Vigo, for this School. She was educated at Collingwood Collegiate Institute, held a third class certificate and has had several years experience in teaching. This is the first time that we have been able to secure a competent teacher for Harvey Inlet School, and we hope to see marked improvements there.

Mr. Robert McFarquhar, who was doing excellent work at Beaucage, Nipissing Reserve, much to our regret, left at midsummer to fill a more lucrative position in the Public School at Sturgeon Falls. Mr. John C. Laing, a teacher of ability and experience, who holds a Provincial Literary Third and the highest grade of District Certificate, was offered and accepted this school. He is now doing good work there. There has been no change of teacher at No. 1 Parry Island or Shawanaga.

Nipissing District.

First Visit.

Beaucage Bay, Nipissing Reserve.—Visited 26th March. Teacher, Mr. Robert McFarquhar. On roll 12 reserve Indians, 4 white scholars, average attendance 10, present 13. This school since it was opened in January, 1889, has been doing remarkably well. Then my report, after careful examination, showed the condition of the school to be as follows: "9 did not know the letters of the alphabet, 8 knew a few of the letters but not all of them, 2 could spell and pronounce small words, 5 could count to 100 and add small numbers such as 3 + 5, 6 + 4, etc. The rest knew nothing whatever of figures, 2 could write their names. The whole school was classed in Book First, Part First. Now, a little over a year from that time, we find 4 reading distinctly in the Second Book, 5 in Book First, Part Second. In arithmetic the senior class can enumerate as high as millions, and do easy sums in addition and subtraction. There is the same satisfactory progress in dictation, spelling and writing.

Second Visit.

Visited November 5th. On roll, for half year, 9, average attendance 8, present 9. Teacher, Mr. John C. Laing. The condition of the school was not materially different from that indicated at the time of my last visit. Mr. Laing was doing good work.

Parry Sound District.

First Visit.

Hodgins' School, No. 1, Shawanaga.—Visited 19th February, arrived at 9.45 a.m. found school door locked, no one present; shortly afterwards teacher came and blew a horn; ten pupils came in about 10 a.m. School cold, uncomfortable and untidy, fire refused to burn, wood green beech, partly rotten. The register showed that the school had been closed from January 17th to February 10th, on account of measles, scarlatina and grippe amongst the children. The teacher, Mrs. Isabella Johnston, said that since the sickness the chief and people had agreed that the school hours should be from 9 a.m., to 12 noon, and from 12.30 to 3.30 p.m.

Pupils on roll 20, classified as follows: Book Third 2, Book Second 8, Book First Part Second 5, Part First 5. The highest class present was Senior Second. The chief and three or four other men came in to witness the examination. The few pupils present were pretty thoroughly examined in reading, spelling, dictation, arithmetic, writing and drawing. Reading was the only subject in which substantial improvement was observed. The pupils now read distinctly and apparently understand what they read. At the

close of the examination the chief was admonished in regard to the fire wood and general condition of the school house. He promised that these matters should be immediately attended to.

Harvey Inlet.—Visited 28th May. Teacher, Mr. Joseph Chibbina, Indian, 9 pupils present when I entered building, 3 came in afterwards, register showed 37 on roll; 11 average attendance. The Indian parents of this reserve seem to take but little or no interest in the school. During the two months immediately preceding the time of my visit only three, of the 37 entered on the roll, were anything like regular in their attendance, and it appeared that few during any part of the year had attended continuously from one month to another. The dull and lifeless character of the work done in the school room may, in some degree, account for this state of things.

As might be expected, under these circumstances, I found the pupils sadly deficient in all the branches. In fact they knew scarcely anything on any subject. We hope to see a radical change in the management and character of the teaching of this school under the teacher lately appointed.

Ryerson School, No. 1, Parry Sound.—Visited June 4th. Teacher, Miss Josephine Good. Found on roll 28, classified as follows: Fourth Book 3, Third 5, Second 5, First Part Second 5, Part First 10. Average attendance 10. There were only 7 pupils present, the larger boys being kept at home to assist in seeding. The school-room was neat, clean and comfortable. The old unsightly desks have been replaced, since my last visit, by desks of the most approved modern pattern. I examined the classes in reading, writing and composition, and Dr Walton, Indian Superintendent, who accompanied me on this visit, examined in arithmetic, dictation and spelling. The results showed that the school is doing good work. Arithmetic and composition are at present the weak points.

Skene School, No 2, Parry Sound.—Visited 12th June. Teacher, Miss C. John. Found on roll 9. Present 6. Although the school, as above explained, had been closed for nearly two months, nevertheless the classes acquitted themselves very creditably. Compared with its condition a year or a year and a half ago, this school has made very substantial progress. The reading is distinct, clear, and shows a fair knowledge on the part of the pupil of the meaning of what is read. Dictation, decidedly good. Arithmetic, the highest class working intelligently in the compound rules. Composition, as in the other Indian schools of my inspectorate, is practically "*nil.*"

I have from time to time given such familiar subjects as the following for composition: "How to catch a fish," "the cow," "dog," "horse," "cordwood," "lumber," but always with the same result; total failure even to make a reasonable attempt at a composition.

Second Visit.

Ryerson School, No. 1, Parry Island.—Visited 3rd September. Found 5 pupils present, the larger boys out of school employed loading lumber at one of the lumber yards, otherwise the teacher could not account for the small attendance. The standing of pupils not naturally different from that reported at the time of my last visit.

Skene School, No. 2, Parry Island.—Visited September 8th, in company of Dr. Walton, Indian Superintendent, for the purpose of installing Mr. T. J. Paget as teacher. The school had been without a teacher since the midsummer holidays. Six pupils assembled in the school-room and recited lessons in the presence of the superintendent, teacher and myself.

Hodgins' School, No. 1, Shawanaga.—Visited September 30th. On roll since holidays 11, present 9. The settlement consists of about 18 families. They all leave their homes and camp for the lake shore during the summer months, returning again in the fall. At the time of my visit only some six families had returned. The teacher who is an Indian, accompanies the band to the lake shore, and does her best to keep the school open during the sojourn there. With part of the band at the lake shore and part at the regular settlement in the gardens, the school was but poorly represented on this occasion. The pupils present did fairly well.

J. F. White, Esq., Inspector, Roman Catholic Indian Schools.

Fort William—(Boys).—This school is still in charge of Mr. Thos. Stackum. On the day of my visit there were present seven pupils graded to the third form inclusive. The average attendance is not much in excess of this. The school is pretty comfortable, and has a fair supply of books, maps and other requisites. The general standing is fair though not very high; some progress has been made during the year. Spelling and writing are very creditable; the reading is fair though pupils do not know well the meanings of words; arithmetic is somewhat weak, as is geography. The order and management are fair, and the pupils' knowledge of English is satisfactory.

Fort William—(Girls).—This school is under the direction of the Sisters of St. Joseph, Sr. M. Julia being the teacher in charge. There is a registered attendance of 39 graded to the third form; of these seventeen were present. The accommodations are good, as there are two comfortable, well furnished rooms, a second teacher having charge of some of the classes. The majority of the pupils are boarders at the convent, being either orphans, or having their homes at some distance. It is to a certain extent an industrial school, as the pupils are taught sewing, knitting and all manner of housework. Several white children from the neighborhood are in attendance; their presence seems to have been a benefit in many ways, as the Indian pupils have a much better knowledge of English than have those of most other such schools. The work in reading, writing and drawing was most creditable; spelling was good in general, geography fair, while in composition and arithmetic there is room for improvement.

Garden River.—There has been no change in the staff here: Rev. Th. Ouellet, S. J., is in charge, while Miss McMahon does most of the teaching. The building is neat and comfortable, and the supply of material and furniture is pretty complete. The school was temporarily closed at the time of my visit, caused by the illness of the teacher.

Mississauga.—The same teacher remains in charge here,—Miss N. Donohue who holds a certificate from Quebec. The number on the register is eighteen in the first and second forms, with only three present on the day of my visit. The school is large enough and comfortable, and the supply of material is adequate. The attendance is small at present as there has been an epidemic of measles, and afterwards many of the Indians left for fishing. The work of the few present was poor in all the subjects taught. As this school has not, under the present teacher, shewn satisfactory results, I think a change of teacher highly desirable.

Serpent River.—Mrs. Mary Cada (white) is in charge of this school. There were no pupils this term beyond the first form; fifteen were registered, with eight present. The building is quite neat and tolerably comfortable: there is a fairly good supply of books and other requisites. The work of the school is far from satisfactory; there was no instance where the answering could be termed even middling. There is urgent need for better teaching without which the cost of maintaining the school is almost literally thrown away.

Sheshegewaning.—This school was re-opened this fall in charge of Mr. Jas. McKay, a teacher of considerable ability and experience. However, I found that the school was closed at the time of my visit, the Indians having made matters so unpleasant for the teacher that he was forced to resign. It is to be regretted that the children of this band have had so little teaching in several years, as they are naturally bright.

Basswa.—The teacher is unchanged. The usual attendance is fair, with classes graded to the third form inclusive. The attendance was small on the day of my inspection, as most of the pupils were busy with farm work. Those present acquitted themselves creditably in the different subjects. There is need of a larger blackboard, some chairs and school supplies.

Wikwemikong Industrial Schools—(Boys).—This school is under the management of the Jesuit order—Fathers Drolet and MacDonald being the teachers in charge. The building is large and comfortable, giving all conveniences usually found in a boarding school. The two class-rooms in use are of good size and neatly kept. The supply of furniture and school apparatus is pretty complete. The answering of the pupils in the

different subjects of their course was very creditable, in fact the work was, in general, quite equal to that of the average white school in the same forms. The standing of the classes has improved since my former visit, and as the teachers are capable and hard-working, it will doubtless continue to advance. The work in the different trades is carried on, and the usual good results are secured. The general condition of this school must be considered as highly creditable.

(Girls).—The teachers of this school are unchanged since my last visit. The building is large and comfortable and is kept scrupulously clean, chiefly by the work of the resident pupils. The registered attendance is seventy-two, and of these sixty-three were present on the day of inspection. Thirty-eight of these are boarders in the house, who are consequently most regular in attendance, while the other thirty-four from the village could improve considerably in this respect. They are graded to the third form inclusive, and the work was, in most subjects, well done. The subjects where the results were somewhat weak are arithmetic and composition. However, there is altogether too much work for the one teacher, who alone is in constant charge ; a second teacher to devote her whole time to the work is absolutely necessary. The display of the pupils' industry in knitting, sewing, etc., was most creditable : they are carefully trained besides in all the branches of house-keeping. This school has made very satisfactory progress during the year, despite the obstacles in the way.

Wikwemikonsing.—Mrs. Pelletier—a native educated at Wikwemikong—remains in charge here. The school house built a few years ago, was unfortunately burned a short time since and the school is now held in a room of a private house. In consequence the accommodations are not good, and the supplies not very complete. The pupils, fifteen registered, are graded to the second form ; ten were in attendance. They did fairly, though there is yet room for improvement, As these Indians are completely isolated from any white settlement, their knowledge of English is limited to what they learn at school. The children here have usually left at an early age so that the school has not reached a very high standing. The order and management are quite satisfactory.

Sagamonk.—With the completion of the new building a young man, who had a fair English education, was engaged as teacher. However, he became dissatisfied with his work and left shortly before the date of my visit. It is expected that the school will soon reopen in charge of another teacher.

---

4. Special Report of the Head Mistresses of the Toronto and Ottawa Model Schools on Practice and Observation Schools in connection with Normal Schools in the States of New York and Massachusetts.

The Honorable G. W. Ross, LL.D., Minister of Education :—

Sir,—Pursuant to your instructions of May last, we visited some of the Practice and Observation Schools in connection with the Normal Schools in the States of New York and Massachusetts. Our object being to observe the methods of teaching and of management, and to compare them with those employed in our own Model Schools, also to report on the use made of these schools for the practical training of the Normal School students ; we went, not to criticise, but to learn therefore in the following report opinions are not expressed. The limits of a report will not allow of a detailed account of all we saw and learned. Many other topics besides those contained in this report have been discussed at our own teachers' meetings.

We take this opportunity of thanking the officials of the schools visited for their kindness, especially the Principals and Teachers of the Oswego and Bridgewater Normal Schools.

We have the honor to be, Sir,
Your obedient servants,

Margaret T. Scott,
Adeline Shenick.

Toronto, Dec., 1890.

We first visited Oswego. There we had a very kind reception from Dr. Sheldon, who acknowledged having received his first inspiration, when contemplating the establishment of a training school for teachers in Oswego, from the Toronto Normal School, in Mr. Robertson's time, more than thirty years ago. All the teachers were very attentive and communicative, so that we were able to examine this school pretty thoroughly.

The Practice School attached to the Normal School is one of the city schools, so that they have to conform to the regulations for such schools. The course in the Practice School covers nine years. The school is divided into senior, junior, and primary departments, the work of each department covering three years. The teaching is done entirely by the students, who spend the last half of their last year in the Practice School, the first half of this year having been occupied in the study of the theory of education and methods. The course in the Normal School extends over two, three, or four years, only the last year being spent upon professional work. During the preparatory years, the Normal School does much the same work as our High Schools. At the time of our visit there were over 300 students in attendance, but only forty gentlemen among the number. At the beginning of the half year, there had been seventy students in the Practice School—this includes those studying Kindergarten work; but the number had been reduced to fifty-seven by May, when we were there. Some had been asked to drop out, not having shown any capability.

The primary and junior departments of the Practice School are under the supervision of Miss Walter. She appoints the work for the students, hears them teach as far as possible, and afterwards criticises their methods of teaching. We were present while she reviewed the work to be taken up during the week, when she also indicated something of the methods to be adopted. We heard some of these lessons taught later in the week, and afterwards were present when Miss Walter criticised. There was perfect freedom of criticism on the part of both teacher and students, the lesson being criticised thoroughly.

To a stranger the most striking points about the Practice School are the smallness of the numerous class-rooms, and the number of objects for illustration to be found in each. The classes have to be sub-divided in order to give practice to the large number of students. In one class of the lowest form of the primary, there were only four children with a student who was beginning reading with them. With another student eight little ones were sketching and painting the trillium. Twelve, seventeen, eighteen, or twenty were the numbers present with one teacher.

Almost every room is provided with a cabinet containing specimens to illustrate lessons upon common things. When possible there is a sufficient number of the things to supply each child with one during the lesson. Among the collection, for example, are the following means of illustrating lessons upon cotton:—Samples of raw, carded, and manufactured cotton; pictures illustrative of its cultivation, care, and manufacture; maps showing its habitat; papers prepared by pupils on the subject. Similar means of illustration are provided for other subjects. The pupils and students had all assisted in making the collection. Some one told of former pupils and students sending additions to their collection.

The black-boards are used to illustrate pictorially. Every student can draw fairly well on the black-board from the object. During the spring the pupils had been studying twigs, buds, leaves, flowers, and butterflies. A careful drawing of the part or object studied had been placed on the black board and allowed to remain, with the dates on which they had been studied. The work for three months was on the black-board when we were there.

In almost every room a report of the weather, etc. was kept on the black-board:—

	Temperature.	Wind.	Rain.	Clouds.	Frost or Dew.	Sun Rise.	Sun Set.	Phase of Moon.	E. Star.
Monday.....	49°	N.	rain	gray	dew	4.43	7.11	F. M.	Venus.
Tuesday.....	44°	N. W.	rain	gray	....	4.42	.....	.....	.....
Wednesday ..	.....	.....	.....	.....	.....	.....	.....	.....	....
Thursday	.....	.....	.....	.....	.....	.....	.....	.....	.....
Friday	.. ..	.....	.....	....	.....	. .....	....	.....	.....

Pupils were appointed to make the observations and report them on the black-board. These were noted daily by the teacher and pupils, and were preserved week after week by the pupils in their note-books, thus forming a solid basis for the study of physical geography.

A bulletin of important current events was kept on the black-board in some rooms; *e. g.*

Bulletin.

New States. { Feb. 22, 1889. { N. Dakota (Bismarck.) S. Dakota (Pierre.) Washington. Montana.

Exposition at Paris, May 6th, '89.

Brazil—Republic, Nov., '89.

Charts prepared by the students were hanging up, so that pupils could refer to them; one of early American explorations, another of the important events of each century, etc. A tablet of paste-board was hanging up in the primary room with the following:—

Spring, 1890.

"All the birds have come again."

Robin	March 14.
Black Bird	March 28.
Blue Bird	April 2.
Thrush	April 3.

Corn seed and bean seed planted April 3.

And in the windows were boxes in which the seed had been planted by the children. They had been observing the development of the plant from the seed, and later the growth of the plant. They are encouraged to look for the early birds and flowers, report them to their teacher, and have the observation recorded on the tablet.

The school-hours are from 8.30 to 11.45 and from 1.20 to 3,30, and the children have no home-work. Time is given pupils in school for preparation of lessons. They are not kept in for the non-preparation of lessons. If they do not keep up with their class, they are sent to a lower grade. In days gone by, too much home-work was undoubtedly given to pupils; but in this case our Oswego friends have allowed the educational pendulum to swing too far to the other extreme. Homework, judiciously given and adapted to the capacity of the pupils, is of great advantage in many respects. Pupils are kept in for lateness or bad conduct, but not long. They are kept in to be spoken to by the teacher. Corporal punishment is used only in the lowest grade of the Transfer Room. Pupils who persistently interfere with the harmonious working of any division are sent to the Transfer Room, from which they may pass as soon as they have earned the change, and learned the lesson of self-control.

The discipline of the school is entirely in the hands of Mr. Norton, who was remarkable, when Principal of the Elmira Public Schools, for having elevated the moral tone among his pupils in an unusual way. He had been Principal of the Oswego Practice School for a year or more. He claimed to maintain the discipline of the School, not by a system of rewards and punishments, nor so much by the personal influence of the teacher, as by arousing the moral responsibility of the children. This he endeavored to do by giving direct moral instruction in the way of familiar talks with them, founding his lessons on their own experience. For instance, he might begin by asking the class who told father when to get up in the morning, and who told him what to do all day. He would bring out the idea that a man tells himself what to do in the morning, and keeps himself at it all day long, that it is a manly thing to direct one's self. Then,

when does a boy become a man? Does he have to be told what to do till he is twenty-one? When is he going to begin to be a man by telling himself what he should do and doing it? He thus arouses the desire of the children to begin this most desirable thing, and gives them a trial in thus directing themselves.

Beginning with a talk about the clothing they wear, the books, etc., they use, the food they eat, he would show how one person is dependent upon many others for his comfort and even for necessities, how society is united to help each other. How many of them have gotten food, clothing, or protection for themselves? If they are so dependent upon others, what should they, in justice, do in return; what is only right to expect of them? The golden rule, "Do to others as ye would that they should do to you," is emphasized, being not only man's truth but God's truth. And this applies to every part of our life—to school, street, and home. Others are helping them; are they helpful in return?

Lessons on self-denial, patience, truth, honesty, motives, etc., he would give. Pupils not affected by this reasoning are sent to the Transfer Room, of which previous mention has been made. We saw the highest division of boys dismiss themselves with military precision. The teacher said they would do the same if they were quite alone, There was an earnestness and attention among the pupils of this school that was marked. The same was noticeable among the Normal school students.

In Oswego they have dispensed for some time with prizes, marks and medals. Diplomas are given on promotion from one department to another. Promotion is decided by the teacher's opinion, based partly on examinations given throughout the year. The pupils in each class are not graded or distinguished from one another in any way. The result is perfectly satisfactory. Dr. Mary V. Lee, one of the Normal School staff, spoke strongly against competition among pupils, particularly among girls, as producing nervous disorders.

Reading.

Their method of introducing the pupil to reading is much the same as ours, a combination of the phonic and the "look and say" methods. The primary reading was good; intelligent, expressive, perfectly natural. Miss Walter insisted that for beginners their reading lesson must express something definite and real. This was one method adopted: The teacher had several articles on a low table beside the class, a cup, a trillium, a book, a ball, for instance. She wrote the following on the blackboard :—

I have a trillium.
I have a ball.
I have a cup.
I have a book.

Having done so, she pointed to perhaps the first sentence, and asked Mary to take it. Mary looked at the sentence on the blackboard, then went to the table and took up the trillium. She then took it to the teacher and said, "I have a trillium" in a perfectly natural and expressive way. Knowing what the sentence meant, she said it naturally, without any assistance. Then the others had each a sentence from the board in this way. The teacher then turned her back to the class. Each child took one of the articles—there were only four in this class. The teacher then pointed to one of the sentences; the child having the article stepped forward and read the sentence. The teacher then changed the sentences, thus :—

She has a book.
He has a trillium.
He has a cup.
She has a ball.

She pointed to one of the sentences and asked Tommy to read that one. Tommy, having looked at the sentence, went to the table, took up the ball and gave it to Mary, saying to the teacher, "She has a ball."

Pupils in the primary classes are never asked to read lessons aloud with the words of which they are not familiar already, these having been introduced previously with some connection. They are also supposed to be familiar with the substance of the lesson, which has been made, as far as possible, a reality to them. For instance:—They have had a lesson on the cherry blossom, and a talk about the cherry tree. The teacher has prepared a conversation lesson, which is placed on the blackboard. One little girl represents the cherry tree. She takes her place before the class, and the following conversation is carried on:—

"Good morning, cherry tree! How pretty you are to-day with all your sweet blossoms!"

"Thank you, little Paul. I am indeed happy in my new white dress."

"Where were all your pretty flowers last Christmas? I could not see one of them."

"Oh, I had them all safely hidden away, snug and warm."

"When did the blossoms first see the daylight?"

"This morning the sun coaxed them to open their eyes, Mary."

Such a lesson as this could then be re-written as follows:—

"Good morning, cherry tree," said Paul. "How pretty you are to-day, with all your sweet blossoms." Etc.

When a child had read the lesson on the blackboard, he was given a card with supplementary reading, which he studied silently. He could get a second card if he was ready with the first before the class were finished with the exercise from the blackboard. This supplementary reading was prepared by the students, but had to receive Miss Walter's approval before being given to the typewriter. It was printed on thin paper and then pasted on a card. No two of the cards were alike. If time permitted, the children were asked to read aloud from these cards. The purpose of this was to give the children additional practice in reading.

The regular lesson from the reader followed the next day, the new words having been "Christmas," "blossoms," "morning," "coaxed."

We did not hear any reading by advanced classes, and hence are not able to make any report on the higher grade work.

Composition.

The following will illustrate the method adopted for the 4th, 5th and 6th years. The lesson is generally founded upon their morning talk with the teacher upon some topic in natural history, botany, or familiar science, which has been illustrated, when possible, with the object itself. *The teacher is thus sure that the children have the ideas to express.* In their composition exercise, they must be careful as to the truth of their statements, and must give nothing but what has been taken up by the teacher. They must express their thoughts in an orderly way, but in a style that is their own. The teacher has endeavored to inspire the children with the beauty of the sunrise, the rainbow, the flower, or the butterfly, and with the wonderful power or skill of God shown by this part of nature. If the teacher lacks sympathy with the beauty of Nature, so that

"The primrose by the river's brim
A yellow primrose is to him,
And it is nothing more,"

the pupils are not likely to rise higher in their conceptions.

The pupils being thus prepared, on Monday came an *oral* reproduction of the lesson, the teacher asking questions to bring out the desired information, and seeing that the pupils answered in correct form. The answers were placed upon the blackboard; sometimes both questions and answers.

On Tuesday the class prepared a *written* reproduction of the lesson, the teacher having placed on the blackboard a line of thought to be followed, not the same as Monday's, *e.g.*

The Trillium.

I. Name or names.
II. When found.
III. Where found.
IV. Neighbors.
V. Parts
(*a*) form.
(*b*) size.
(*c*) color.

On Wednesday the teacher criticised the pupils' exercises as to spelling, punctuation, apostrophes, quotation marks, capital letters, etc.

A trial for better work occupied the time of the lesson of Thursday, and on Friday those re-written exercises were again criticised.

Grammar.

There is no technical teaching in grammar till the 7th year of the course, corresponding to our junior fourth class. Text-books are then introduced. Systematic instruction in language is given for the first six years.

Arithmetic.

They make use of the Grube method of introducing numbers. What we noticed that was most suggestive was the early introduction of fractions. Miss Walter uses the circle as being, she thinks more clearly a whole than a square or an oblong. The pupils are introduced to fractions by actual operations upon the circle, each child having one cut out of paper to fold as directed. A class of six that we saw beginning the study of fractions averaged about eight years of age. A text-book is not put into the child's hand till the fourth year of the course.

Geography.

This is begun in the first year of the junior department, corresponding to the senior second of our course. The teacher takes the class out to the fields for the first lesson, and draws their attention to the slopes. The next lesson will be the representation of these in sand-work, done by the teacher in the presence of the class. From the slopes of the neighborhood she extends the idea to longer slopes, higher hills, and mountains. From the slopes the natural development of the subject would lead to the streams of the neighborhood, hence to larger streams, rivers, and affluents. Then along with this she takes problems in connection with each; *e.g.*: Why does this creek go slowly? Where does the water go? Where does the water come from? In what direction does the stream flow? Why does the stream change its direction? These are given to the children to prepare somewhat before the lesson.

From the physical features of the neighborhood, the teacher proceeds to those with which the children are not familiar, using the moulding board and pictures, and drawing upon their imagination.

Having given an idea of the most important physical features, the teacher then starts work upon the city, or town, or township, in which the school is situated. She moulds the neighborhood of the city or otherwise, in sand. Then she makes a drawing on the blackboard from the sand model, using the map system of delineation. This is the first map with which the children are presented. Then the regular map is introduced with interpretation of it; and lastly comes the history of the locality.

Text-books are used only in the senior classes. We saw a class of sixteen belonging to the special senior—a class higher than the usual senior department—at work preparing a lesson in geography. One half-hour was given to this preparation, the next to recitation. A student was in charge of the class, and seemed to be giving individual assistance if called upon. The study was guided by a series of questions placed on the blackboard.

We heard a lesson in geography given by Miss Walter to the Normal school students. It was rather a lesson on methods. She discussed the weather bulletin with the class. This has been described previously. She laid much stress on the dependence of one department of geography upon another, *e.g.*, of political upon physical ; and had given some questions to prepare for this lesson. For example :—

(*a*) Mexico is mountain locked. What has been the influence of this upon the people ?

(*b*) What influence have the seal and whale had upon discovery, settlement ?

Stress was also laid upon having standards with which to make comparisons. For instance, the same climate and products might be expected in countries similar to their own in latitude, altitude, etc. If Mexico had been thoroughly studied, then that might serve as another standard of comparison.

Natural Science and Natural History.

These receive a good deal of attention, and are carried on through the nine grades in about this order :—

During the first and second years, the attention of the little ones is drawn to the animals common to the locality, and the teacher has simple conversational lessons on them ; the birds are watched in their season, their time of coming and of going are noted, their actions are observed, and their food mentioned.

The work in botany is arranged according to the season, following the succession of buds, blossoms, fruit, leaves, through spring and fall.

During the third year, the work is the same as in the first and second, only more extensive, more qualities of the object noticed, actions more closely watched, and the adaptation of parts to the habits and food of the animal or bird more fully discussed.

A course of color, beginning with the colors of the spectrum—actually obtained before the children by having a prism suspended in the window—is carried on continuously through the three years. The children are taught, by means of paints, how to obtain secondary and tertiary colors, and have practical application of this in representing their natural history work. For instance, when we were there they were sketching and painting the trillium in water colors.

Most of the lessons on the human body are taken up during the winter months. Some comparative work is done—comparing parts of their own bodies with corresponding parts of the animals studied. The work in physiology is continued throughout the nine grades.

The work in Botany is not continued beyond the sixth year.

In the fourth year there are very simple lessons upon air and water, with daily observations of the temperature, wind, and clouds. This work is carried on through the upper grades, only increasing in difficulty. During the seventh, eighth and ninth years the order is as follows, with experiments :—Matter and its properties ; the three states of matter ; the air, its composition and physical properties ; heat.

In Zoology the work is as follows :—

Fourth Year	Fall.—Moths, butterflies. Spring.—Birds with classification.
Fifth Year	Fall.—Grasshoppers. Spring.—The lobster and the crayfish.
Sixth Year	Fall.—Ungulates, proboscidians ; manufactures, such as leather. Spring.—Fish, frogs, toads.
Seventh Year	Fall.—Reptiles, turtles, snakes. Spring.—Carnivora, rodents.

Eighth Year { Fall.—The angle worm and the dragon fly.
Spring.—Bees, beetles, marsupials

Ninth Year { Fall.—Mollusks, review.
Spring.—Physiology.

This outline indicates in a very general way the line of work pursued in the various grades, always subject to such modification as their experience suggests.

In addition to this they do a great deal of work in connection with geography that is directly in the science line. *They connect closely their teaching in geography and natural history with language and reading lessons, and the tendency is to make the connection closer.*

Manual Work.

The boys are taught the use of tools in the work shop, and the girls are taught plain sewing; but so far as we could judge, these were not made of primary importance.

Calisthenics.

The Delsarte system has been adopted here, and is under the direction of Dr. Lee. This system is eminently productive of graceful and expressive gestures, and of a fine carriage.

We left Oswego with regret, and next visited Boston. Here also the Practice School is one of the city schools. The building is large and handsome, the corridors wide and airy, and the class-rooms well ventilated, commodious, and fitted up with single desks Each class has its own regular teacher, only a small proportion of the work being done by the students in training.

The most suggestive teaching we saw here was in literature. Two lessons were taught by students for criticism, the Normal school teacher being present; but as the lessons were given to their fellow-students, it was impossible to judge of the success of the teach ing.

The first student had drawn on the blackboard a picture illustrative of a short poem. The lesson was intended for little ones of six or seven. The poem was very fairly developed. She made good use of the pupils' own knowledge, and by her gestures brought the pictures close at hand. She then had the poem placed on the blackboard, and committed to memory.

The second lesson on Bryant's "Waterfowl," was intended for pupils of the fourth grade, corresponding about to our third. The poem had been placed on the blackboard previous to the lesson. The student developed the ideas and pictures of the poem, then read the poem herself before asking the pupils to do so. In this case also the poem was to be committed to memory.

Learning that Boston was the headquarters for the teaching of the Swedish calisthenics and the Sloyd system of manual training, we took the opportunity of acquainting ourselves somewhat with both of these systems.

The exercises of the Swedish calisthenics, such as we saw practised at the Gymna sium at 2 A. Park street, are very severe, we should consider too severe for the majority of girls at least; although a modified form would be beneficial and suitable for school purposes. The class we saw taking the exercises were young women, who were preparing to teach this system. It is claimed, however, that this system is founded upon the laws of nature and of the human organism, and that it has been tested by the experience of nearly a century in Sweden.

"Sloyd" is claimed to be educative hand work. What has attracted many to the consideration of the advisability of its adoption as a part of the school curriculum, is that it has in view principally the instilling of a taste and love for work in general, and the inspiring of respect for rough and honest labor; thus aiming at counteracting the baleful tendency of the age by elevating this training to the level of intellectual acquirement, as

far as the public school course is concerned. It has been received with great interest and studied eagerly in Boston. There are about 160 teachers taking the Normal course at the Sloyd school, at 10 Warrenton street, so as to introduce it into the city schools. In Roxbury, one of the suburbs of Boston, the first six grades receive instructions regularly. The lessons are of two hours' duration and come once a week. The pupils go in classes of twenty.

Some of the claims made for the Sloyd system are considered doubtful by leading educationists. To give a better idea of its scope and intention, we quote a leaflet published by the Warrenton street school.

The Purpose and Plan of the Sloyd Instruction.

"The word Sloyd is an anglicized form of the Swedish Slöjd, meaning dexterity or manual skill (compare Norse word Slögd, cunning; English, sly). Of late, however, the word Sloyd has been restricted in its use to denote a system of manual training, of which the best known is the so-called Nääs system, adopted some fifteen years ago in Sweden.

The purpose of the Sloyd instruction is, while giving general skill to the hand, to stimulate and broaden the mind, and to excite a love for work.

There are differences of opinion in regard to the relative value of certain systems of manual training, when employed as a means of education; but the advocates of all will agree that the success of any system depends largely upon the following conditions: that it should,

1. Interest the pupil.
2. Give useful articles as the product of the work.
3. Promote general dexterity.
4. Develop the sense and love of order and exactness.
5. Encourage cleanliness and neatness.
6. Consider the ability and strength of the pupil.
7. Cultivate the æsthetic sense.
8. Develop and strengthen the body.
9. Counteract sedentary occupations.
10. Provide for a methodical progression.
11. Train the perception, and develop the constructive and inventive faculties.
12. Cultivate attention, diligence, and perseverance.

It is believed that the Sloyd will be found to supply all these needs more fully than any other system, and that it is better calculated to secure a symmetrical development of mind and body.

The models should be arranged in such order as to give the pupil a strictly progressive knowledge of the tools, so that he may always be skilful enough to execute an exact copy of the model given him. A special series of models must not be considered as essential or unchangeable.

The system is not characterized by the models but by the exercises which the models represent. Thus the same system might be successfully followed and applied with a different series of models, while the best of models, if used without regard to their educational significance, would lose their special value.

Drawing is an essential feature of the Sloyd, and should always be preliminary to the Sloyd work itself.

Oral teaching is employed to a certain extent, but the inductive method is followed as far as possible, and instruction is given mainly through the exercises. Class instruction is used only with beginners, for the purpose of explaining the use of tools, position, etc. Otherwise, individual instruction is employed, this being found to yield the best results.

The following table of the first models shows that the order of the exercises is the essential quality of a series of models :—

No.	Model.	New Exercises	New Tools.	Kind of Wood.	Dimen's. Inches.	Drawing.
1	Wedge	Straight, End and Oblique Whittling.	Knife, Rule and Lead Pencil.	Pine . ..	3x1x¾	Parallel, converging and curved lines.
2	Flower Pin	Long and Point Whittling. Sand-papering.	Sand-paper.....	Pine	12x½	Parallel lines.
3	Flower Stick	Rip Sawing. Square and Edge Planing. Marking with Gauge. Drawing by Try Square.	Splitting Saw, Back Saw, Jack Plane, Try Square, Marking Gauge.	Pine	15x½	To find centre of a square. Lines to meet around a square stick.
4	Penholder	Curve Whittling. Perpendicular Boring.	Drill Bit	Pine	8x½	Parallel and oblique lines.
5	Cutting Board...	Surface and End Planing, Round Sawing, Horizontal Boring. Filing.	Cross-cut Saw, Turning Saw, Compasses, Flat File, Block Plane, Auger Bit.	Pine or White wood.	18x7x⅝	To find the middle of a line and draw a semicircle with given radius. To find the centre of a circle. radius given, and draw an arc, two tangents meeting at right angles being given.
6	Flower Pot Stand	Nailing and Using of Bench Hook.	Hammer, Bench Hook, Nail Set	Pine	20x6	Rectangle. Spacing with compass.
7	Flower Pot Stool	Halved Together Joint.	Chisel	Pine	5½x1	Rectangle.
8	Bench Hook	Gluing. Screwing. Perpendicular Chiselling.	Screw Driver....	Pine and Cherry	14x5½	Hypothenuse of a right triangle, with sides given.
9	Hatchet Handle.	Curved Sawing. Modelling with Spoke Shave. Scraping.	Spoke Shave, Half Round File Cabinet Scraper	Cherry or Sycamore.	16¼x2⅜	Curved lines with position given. Ellipses with diameter given.

Sloyd is generally adapted to the capacity of children above twelve years of age; but for children beyond eight years of age, a series of Sloyd models has been prepared and may be profitably used for young children. For this the tools are smaller in size and less in number. The wood used is specially prepared. The child acquires a general skill in the use of tools by a few preliminary exercises before making the finished article."

Bridgewater, a pleasant New England town, twenty-seven miles south of Boston, has one of the first three State Normal Schools established on this continent. This year the school celebrates its fiftieth anniversary. A large building was being erected which was to accommodate both the Normal School and the School of Observation. Unfortunately for us, the latter was closed the day we were there, it being the yearly or half-yearly school-visiting day for the teachers. We regretted that we had not arranged to spend more than one day here as we found so much that was suggestive and profitable. Mr. Boyden,

the Principal of the Normal School, was in Europe; but his son, Mr. Arthur Boyden, who has charge of the Natural Science department, was exceedingly courteous and communicative. Here, as in Oswego, the Normal School does non-professional as well as professional work, the course extending over from two to four years.

Special attention is given to the study of Science in its various departments. On the Normal School grounds there is a separate building, recently erected, for the laboratories. In order to give a clearer idea of the course pursued and the appliances for the study of science, we quote from the official circular.

"The institution has seven laboratories, furnished with the approved modern appliances for teaching how to teach and study the physical and natural sciences.

Physical Laboratories.—In the department of physics there are two laboratories, with a room adjoining for the instructor. One is arranged with accommodation for sixty students to work at the tables, with a dark room for measuring candle-power of lights, one for photography, and one for spectroscope work. The other is arranged with a laboratory table for teaching, and with apparatus for projection, for the illustration of various subjects.

Chemical Laboratories.—The department of chemistry has two laboratories, with a room adjoining for the instructor. One, for the elementary course, is arranged with accommodation for sixty students to work at the tables, and with a teacher's chemical table and black-board, with the seats for the class, thus combining the laboratory and the class-room. The other, for the advanced analytical work, qualitative and quantitative, is arranged with accommodation for twenty students to work at the tables, and with side tables for special work. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

Mineralogical and Geological Laboratory.—This room is arranged for thirty students to work at the tables at one time. It is provided with a case of drawers, one for each student, each containing a collection of minerals for the student to use at the table. The tables are furnished for physical and chemical tests and blow-pipe work. In an adjoining room are cabinets of typical specimens, arranged for the study of comparative and systematic mineralogy. Another similar cabinet, of classified specimens, is provided for the study of geology.

Biological Laboratory.—This laboratory is arranged for the study of botany, zoology, and physiology, and includes three rooms. One is arranged for thirty-two students to work at the tables, each having his place for dissection and microscopic work. The second, adjoining the first, contains classified collections of typical specimens of the animal and vegetable kingdoms, tables with reference books, and stands for microscopic work. The third is the laboratory for the instructors.

The collections in all the departments are arranged and labelled for constant use by the students. The aim is to make the collection complete for this section of the state.

The students are examined by specially assigned laboratory work, or by the analysis of collections made by them.

Industrial Laboratory.—In this laboratory the students are taught to use tools in making sets of apparatus for use in the different studies of the course, which will enable them to secure inexpensive apparatus for their own schools. It is furnished with nine carpenter's benches and sets of tools, and a turning lathe, with a circular saw and jig-saw attachment. Each student has a course of lessons in this laboratory.

The Art Room is fitted up with the best kind of furniture and instruments, with a large number of fine examples of casts, models, and flat copies, affording excellent facilities for teaching in the various departments of drawing.

Library.—The school has a valuable library of books for reference, with a card catalogue arranged for direct use in the studies of the course. Each laboratory is supplied with reference books for special subjects."

The lady students take up the work of the industrial laboratory, as well as the gentlemen. Some of the young ladies showed us the results of their work with much apparent satisfaction.

In the new building, the class-rooms for the Normal School are to be arranged with seating accommodation for the students in the central part of the room; while around the room will be the appliances necessary for the teaching of the subject to which the room is devoted.

The system and orderliness of all the arrangements about this school were marked; but this was particularly noticeable in all relating to the study of science in its various branches.

Mr. Boyden, in speaking of their methods in the School of Observation, said that in teaching natural science *the type of the class was always what belonged to the neighborhood; and that having studied the type thoroughly, comparison was largely used in the study of the other members of the class.*

As we did not see any teaching in the School of Observation, we could judge of their methods only by what we saw in the Normal School. The student studied the thing itself where possible, his observations being guided by a systematic series of questions or headings which he was required to fill out from his own observation. But, while not depending upon text-books slavishly, free use was made of them for verifying, correcting or supplementing their own work.

Mr. Murdock, one of the Normal School Instructors, has outlined a course in geography for the School of Observation. The Preliminary Course is covered during the first three years. The *object* of this course is "to teach each pupil to acquire by his own observation ideas of land objects, of the forms of water, of the atmosphere, and to express these ideas simply and correctly." The observation of the pupils is directed and assisted by various devices and simple experiments. For instance:—(a) In teaching directions, stretch strings across the room or the school-yard in different directions, and draw lines on the floor. (b) After rain in warm weather, draw their attention to what is rising from fences, roofs, etc. Set a dish of water in the sunshine and let them find out from observation that it gradually disappears. From such lessons show the changes in the form of water. (c) On a very cold day in winter, open the window at the top, and have the class observe the result. Draw their attention to their own breath when in the open air in winter.

The following is an outline of the Preliminary Course:—

LAND OBJECTS.

- General position.
  - Direction.
  - Distance.
- Accurate position.
  - Direction.
    - Cardinal directions.
    - Semicardinal directions.
    - Cardinal points.
    - Semicardinal points.
    - How to find the North direction.
    - Applications.
  - Distance.
- Drawing the general position of objects.
  - Position of a card or slate.
  - Relative position of objects.
- Drawing to a scale.
  - Lines.
  - Surfaces.
  - Applications.

FORMS OF WATER.

Vapor.	Evaporation.		
Cloud. Fog. Mist. Rain. Dew.	Condensation.	Frost. Snow. Ice. Hail.	Freezing.

THE ATMOSPHERE.

Variations in temperature.
- Temperature.
- Measure in temperature.
- Observation of temperature.

Winds.
- Cause. Kinds. Effects.
- Lessons on life-saving service.

The Elementary Course occupies the next five years. We quote from Mr. Murdock's syllabus:—

"The *purpose* of the *Elementary Course* is to teach each pupil to acquire, by using his powers, chiefly of observation and imagination, a thorough knowledge of the facts of geography, and to express the knowledge definitely and simply.

Geography is knowledge, whose object is the Earth as the home of man.

This includes knowledge of the land whereon he builds his house, of the streams that nourish and drain his land, of the lakes and oceans on which he sails, of the projections of land and water which form his harbors, of the temperature and moisture of the air he breathes, of the soil which yields him food, of the productions that sustain his life and increase his pleasure, and of the people who share these advantages.

The objects here mentioned are all the geographical objects that can be studied. They are divided into two classes, (1) those within the range of vision, (2) those beyond the range of vision. Knowledge of objects within the range of vision must be gained by personal observation. Those in the vicinity of the school house should be first studied. Class excursions to more distant objects should be begun and throughout the whole course should form a prominent and essential feature of the work. Knowledge of objects beyond the range of vision must be gained by imagination. It is only by the use of his own ideas of known geographical objects that one can imagine the relations of similar objects in distant unseen regions. Therefore it is absolutely necessary that each pupil know first those geographical objects within his range of vision.

The Sources of Knowledge in the earlier work are the natural objects, pictures, diagrams, experiments, conversation, and reading; in the later work those already named, with models and maps in addition.

On all possible occasions teachers and pupils should collect objects for illustrating the lessons. Minerals, plants, animals, should be prepared and arranged for *use*, not for show. Raw material and manufactured products should be arranged and labelled to show the gradual change from the one to the other.

Pictures cut from books, magazines, and illustrated papers, photographs, unmounted or mounted, stereoscopic views, etc., should be gathered constantly, properly mounted, classified, and *used continually* by each pupil. If circumstances permit, the magic lantern or solar camera can be used with profit and pleasure.

Every school should have a library whose books should be in daily use by each pupil to supplement his work. The library should include at least an unabridged dictionary, a set of encyclopædias, and an atlas. Books may be obtained by gift, purchase, or loan. Second-hand copies of the best magazines can be similarly obtained. The geographical articles contained can be used to great advantage by taking them from the

magazines, binding them with thin brown paper covers, labelling them, and then classifying the pamphlets. Newspaper cutting, mounted and classified,can be used with great profit and pleasure in this supplementary work. Catalogues of many business firms and advertising sheets are often of much value as geographical aids.

The *Method of Work* should be as follows :

Find what is known of the object.

Teach the pupils to study the object.

Have pupils contribute facts learned, at the same time using the object or picture, or drawing, etc. Make additions.

Teach pupils to select and arrange the facts.

Have the pupils recite orally and by writing, according to the outline, accompanied by use of the object or picture, of the diagram or map, etc.

Have supplementary reading by each pupil, the kind and amount depending on the age and ability of the pupil.

Have pupils memorize all definitions, principles, and the essential thoughts of descriptions of geographical objects.

Review constantly and in many ways."

The *Scientific Course* is taken up in the ninth year of the Public School Course, and is continued in the High School.

We again quote from the syllabus :—" A study of scientific geography pre-supposes an extensive knowledge of facts, gained by personal observation whenever possible, and from the observation of others. The *purpose* of the Scientific Course is to teach each pupil by his own reflection on observed facts to discover their causes and effects, to perceive their relations, and to derive the laws which govern these phenomena ; also, to express his thoughts in logical order concisely and accurately.

Powers Active. Knowledge of geographical phenomena must precede knowledge of their causes, relations, and governing laws. The facts held in the mind are the objects upon which the reflective powers act. Therefore the observation, memory, and imagination must precede in activity the reflective powers."

The last place visited was New York. Through the kindness of Dr. McLellan we had a most valuable cicerone in Miss MacKean, who is the Principal of one of the primary schools of New York city. Otherwise, we should have seen but little in the two days that we had left for New York.

The principal object of attraction was the Normal College. We were present at the opening exercises in the Assembly Hall of the institution. Imagine 1,650 students present—all young ladies—with a large staff of teachers and several visitors on the platform ! On a lower platform, before the Principal's table, stood a grand piano, which was used to accompany the singing. The opening exercises, which were dignified and imposing, partly from the number engaged in them, partly from the excellent order that prevailed, consisted of the reading of a chapter from the Bible by the Principal, Dr. Hunter, and of singing by the students. The singing was excellent, and there was a good deal of it, the music of a high order.

After the singing was over, a class of about twenty young ladies filed out from their places and formed a semi-circle facing the platform. The first recited a selection from the *Iliad* in the original, the second told the same in German, and the third repeated it in English, following the Greek model as nearly as possible. The fourth took up the narrative where the first had left off, the others following in the same order. The young ladies were highly complimented by one of the city commissioners who was present.

We saw two classes of the Normal College students take the calisthenic exercises, one of 160, the other of 250. The exercises were very graceful, suitable to children as well, and apparently effectual, judging by the carriage of the students. They made use of Barnett's chest expander in their exercises.

This Normal School also does non-professional work, the students entering as early as fourteen years of age. There were three hundred students in the final year; these go to the Practice School for a week at a time in classes of one hundred. The Practice School is attached to the college by a covered passage.

We heard a lesson in Hygiene given by a student to the highest grade of the Primary. Miss Merrill, the critic, laid stress on the necessity of teaching simple lessons on Physiology and Hygiene to young children. They were not intended to give exact knowledge, but to give general knowledge, as it would sometimes be too late to begin to attend to health when the child grew older. The teacher was thus co-operating with the parent in inducing the child to attend to the laws of health. Good moral lessons on obedience to parents and self-restraint in eating were developed from the lesson.

In Arithmetic Miss Merrill used a rectangular piece of paper to illustrate fractions, which here also are introduced early. In a lesson on Methods in Arithmetic, she recommended teaching Long Division *first*, as Short Division follows naturally, being really the same operation, part of the work being done mentally. She also recommended strongly that in division the quotient be placed above the dividend, thus—

```
      702
  ---------
425)298648
    2975
  -------
     1148
      850
  -------
      298
```

She gave good reasons for so doing:

1. The eye has not to carry the numbers so far, particularly when the divisor and dividend used are large.

2. It does not require so much room on slate or paper, and the pupil's work is not so apt to be crowded and untidy.

3. The local value of each figure of the quotient being given, the danger to beginners of omitting a cipher in the quotient is removed.

4. For the same reason, the division of decimals is simplified.

Instead of monthly reports to parents, the teachers of the Practice School send home the pupils' examination papers, after being corrected and marked. Composition exercises after being re-written are sent as samples of work to the Principal.

We visited one of the large Primary Schools of the city also, but as our time for it was so limited, we saw nothing that we can definitely report upon.

APPENDIX K.—*TECHNICAL EDUCATION—MECHANICS' INSTITUTES, FREE LIBRARIES, ART SCHOOLS, AND SCIENTIFIC INSTITUTIONS.*

REPORT OF S. P. MAY, ESQ, M.D. C.L.H., SUPERINTENDENT OF MECHANICS' INSTITUTES, ART SCHOOLS, ETC.

I.—MECHANICS' INSTITUTES.

SIR,—I have the honor to submit herewith my report on the Mechanics' Institutes, Free Libraries, Art Schools, and other institutions receiving government aid in the Province of Ontario, for the year ending 30th April, 1890.

During the year I inspected the following institutions :—

1. *Mechanics' Institutes.*—Alton, Arnprior, Bracebridge, Blyth, Brussels, Baden, Beaverton, Beeton, Brockville, Blenheim, Belfountain, Burk's Falls, Caledon, Cornwall, Camden East, Cardinal, Chatsworth, Drayton, Dundalk, Fergus, Forks of Credit, Fonthill, Grimsby, Garden Island, Gravenhurst, Grand Valley, Hanover, Huntsville, Highland Creek, Iroquois, Islington, Kingston, Kemptville, Lion's Head, Listowel, Lucknow, London, Manotick, Milton, Merrickville, Merritton, Niagara, Niagara Falls, Niagara Falls South, Owen Sound, Oxford Mills, Parry Sound, Port Carling, Renfrew, Stratford, St. Helens, Scarborough, St. George, Tara, Thorold, Tottenham, Wiarton, Windermere.

2. *Free Libraries.*—Hamilton, St. Catharines, St. Thomas.

3. *Art Schools.*—Brockville, Hamilton, Kingston, London, Ottawa, Toronto, Parkdale.

4. *Scientific Institutions.*—Hamilton Association, Ottawa Literary and Scientific Society, Ottawa Athenæum, Ottawa French Canadian Institute.

5. *Institutions Affiliated for Drawing Examinations.*—Alma College, Chautauqua Assembly.

Several of these are new organizations, which have complied with the regulations of this department, and have commenced operations in a prosperous manner. Some of them have established reading rooms, and most of them will conduct evening classes this winter. Want of space forbids my giving a description of each Institution visited ; I can only say that as a rule they are in a most flourishing condition. A few of the old Mechanics' Institutes were in a partial state of collapse, the directors not being familiar with the present liberal provisions made by the government under the new Act for assistance in their maintenance. These Institutes have now been resuscitated, and will no doubt go on with increased vigor and prosperity.

Before visiting I notified the directors that I would be glad to meet any persons interested in the progress of mechanics' institutes ; the result was that in the majority of places I gave addresses, pointing out the fact that the future progress of our country depends upon the enlightened state of the people, and that Mechanics' Institutes are peoples' colleges, indispensable to the general public, being effective agencies in enlightening, purifying, and elevating mankind. The functions of Mechanics' Institutes are to provide public education and higher knowledge, quite as much as to supply books of entertaining reading. They are co-ordinate with our High and Public Schools, and although our schools are a mark of our civilization and progress, there is a point where the education imparted in them stops ; our education is never finished. Knowledge does not come to us by heredity, but is acquired by persistent labor and study, and Mechanics' Institutes are provided for the purpose of carrying forward the intellectual training of our pupils by a post-graduate course in the evening classes and libraries.

I also referred to the influence of Mechanics' Institutes on the progress of our manufacturing and commercial prosperity.

As a result of my visits, it is gratifying to state that as a rule the people now more thoroughly appreciate the value of Mechanics' Institutes and look upon them as one of the necessities of civilized life. The consequence is that people begin to consider towns without libraries as behind the times, and avoid so far as possible such localities as places of residence. Of course in small towns and villages some of the merchants

and tradespeople are so engrossed in business that they will not devote any time to the Institutes. This is to be regretted, as it is not sensible for a man to devote himself so closely to business that when he has acquired wealth and can retire he has no health to enjoy it, and no tastes which leisure can enable him to gratify.

One of the questions discussed was the necessity of fiction in public libraries, and I find that it is now almost universally acknowledged that a public library cannot be a success unless it has a fair supply of this class of literature. Directors must to a certain extent respond to the demands of the members, and although educational work should be considered the most important, the reading of good stories often leads the people to a higher and better course of reading. It requires greater discrimination to assist the novel reader than it does to recommend the best book on history or science.

There is an important point noticeable which I think will in future require careful consideration, that is, whether the present tendency to establish small libraries and reading rooms in connection with various institutions, such as Young Men's Christian Associations, Scientific Societies, railroads, etc., would not be more effective and produce greater practical results if these were centralized. My opinion is that the present method is to a certain extent a waste of energy and money, and much more good would be accomplished if the expenditure for small libraries could be centered in one library in each place. It would save a large amount in rent, heat, light, supply of periodicals, etc., in addition to the salaries of attendants and other expenses, which could be applied to the purchase of books. There are also a number of proprietary or subscription libraries now being established, some of them by a firm in the United States. As these are for the reading of light literature only, and frequently include dime novels and other promiscuous trash, they should not be encouraged, and Directors of Mechanics' Institutes should use their influence and try to suppress them, as to a certain extent they counterbalance the benefits derived from Mechanics' Institutes.

Having been informed on different occasions by Directors and members of Institutes that anything relating to the history of libraries would be of interest to their readers, I now proceed to give a short sketch showing the rise and progress of Public Libraries.

Historians divide the history of this world into different epochs, the ages of stone, bronze, etc. I claim that we now have the age of Public Libraries and Scientific Discovery. Almost during the present generation—only 40 years ago—the first free library was established in England, and 38 years ago the first free library was opened to the public in the United States. Since that time the increase in the number and size of the libraries throughout the whole civilized world has been enormous.

What results have followed? What practical benefits have mankind received from these libraries? These questions are easily answered. I say that more scientific discoveries of direct benefit to mankind have been made, and more natural truths revealed from the Book of Nature since the opening of the first free library, 40 years ago, than were accomplished during the preceding 500 years.

Books are no longer the property of the few, read by the wealthy only; they are for the dissemination of knowledge among the people in general; and those persons who seek information to fit themselves for the various employments and duties of life, can do so by easy access to works which record the experiences and achievements of men who have risen to eminence, showing their experiments which were successful and their mistakes which resulted in failures.

The following extract from a recent report of the Librarian of the Public Library of Cincinnati is a practical proof of my statement:—"It is seldom that we measure in dollars and cents the usefulness of an institution whose benefits silently permeate the whole community, but occasionally an illustration presents itself. I am authorized by Judge M. W. Oliver to state that the information derived from three volumes in the library, which could not have been obtained elsewhere at the time, saved the people of Cincinnati in the contract with the Gas Co., at least $35,500 annually for the next ten years."

I shall divide my sketch into four periods: 1, Ancient period; 2, Mediæval period; 3, Modern period (from 1470 to 1850); 4, Modern period (after 1850), giving brief descriptions of only one or two libraries in each country.

1. Ancient Period.

Libraries are supposed to be coeval with civilization. During the ancient period books were engraved upon metals and stone, stamped upon brick and written on *papyrus. The oldest hieroglyphic writing now extant runs some centuries further back than 2000 B.C. Sargon's library at Agani (2000 B.C.) consisted of baked clay tablets stamped with cuneiform characters. As blocks were used for pressing these tablets, it shows that the principles from which printing was ultimately developed existed at this early age. It is stated that papyrus books preceded those of clay, but from the fragile nature of the material very few of early date have been preserved. The most ancient papyrus book known is preserved in Paris. It belongs to the 5th dynasty, 2000 years B.C. Papyrus books were made by joining several strips together, forming one long strip from 20 to 30 feet in length, which was rolled upon a stick or staff. This formed a volume (*volumen*). When a work was too bulky for one roll it was divided into separate volumes. Ovid designates his fifteen books of the Metamorphoses as so many *volumena*. The titles of the books were either written on the outsides of the rolls or suspended like tickets from the projecting ends of the staff, which were ornamented with bosses. Some of the rolls or volumes had parchment covers. They were laid horizontally on shelves in the library. If we compare the shape, size, and material of these books with those of our own times it shows the advantages possessed by modern over ancient students.

Nineveh.—We are indebted to Layard's discoveries at Nineveh for evidence of the existence of extensive libraries in the early ages. The excavation of the library of Assurbanipal, the greatest patron of literature among the Assyrians, reveals the fact that it contained at least 10,000 separate works, consisting of reading books, grammars, dictionaries, historical narratives, etc., including the Chaldean narratives of the creation and the deluge. These historical records are clear and precise, and chronological events are so definite that dates according to our notation are easily fixed.

This collection is preserved at the British Museum, and photographs of the same, also plaster casts of inscriptions, can be seen at the Educational Museum, Toronto.

Every Chaldean city had at least one large library open to the public.

Ancient Egypt—Also possessed extensive libraries. At the time of the Greek conquest of Egypt the Thoth literature is said to have amounted to 36,525 books. One of the celebrated Egyptian libraries was that of Osmandya, about 1400 B.C., at Thebes, which had an inscription over the door "The dispensary, or medicine for the soul." The most famous Egyptian libraries, however, were those of Alexandria. The Ptolemies encouraged scholars and men of science, and expended large sums of money for increasing their libraries. There were two libraries at Alexandria. The larger in the Bruchium or royal quarter, contained 490,000 volumes, and the smaller or Serapheum library in the Temple of Serapes, 42,800 volumes.

The Bruchium library was destroyed by fire at the time Cæsar set fire to the fleet in the harbor of Alexandria. In order to make up for this loss Antony presented Cleopatra with the magnificent library of Permagos, which contained over 200,000 volumes. This valuable library was finally destroyed. Some historians state that when Alexandria was taken by the Arabians A.D. 640, the Caliph Oman commanded his General Amru to destroy the library, and that the books supplied fuel for the public baths for six months. This is denied by some authors, who say that the Bruchium library was destroyed by Aurelian A.D. 273, and subsequently Theodosius ordered the destruction of the Serapheum, and its books were pillaged by the Christians.

Ancient Greece—Had libraries, but we know very little about them. Some historians claim that Pisistratus was the first of the Greeks who founded a library, and others claim that Aristotle established the first library in Ancient Greece.

* Papyrus, also called "*Charta,*" is a writing material made from the stem of a reed. The stem was cut into strips usually varying from three to twelve inches wide and from two to three feet in length. These slips were written upon with small reeds. The ink consisted of a solution of soot, or charcoal and gum water.

Ancient Rome.—The Ancient Romans did not devote much attention to literature, and it is not until the last century of the Republic that we hear of libraries in Rome; since that time public libraries have been extensively patronized. In the fourth century there were twenty-eight public libraries in Rome. All of these libraries were beautifully fitted up with presses and shelves made of precious woods for holding the rolls or volumes, and the walls were adorned with portraits and statues.

As Christianity progressed church libraries were established. The largest of these was founded by Pamphilus, at Cæsarea, and increased by Eusebius to 3,000 volumes.

2. Mediæval Period.

This period dates from the fall of the Western Empire, A.D. 476. During this period books were written on papyrus, parchment made from lamb and sheep skins, vellum from calf skins, paper from cotton plants, also tablets of metal and wood. The wooden tablets were coated on the inside with wax, on which the letters were written with a stylus (a pointed pen or stiletto.)

Libraries were now almost entirely in the hands of the church; books were found in Irish monasteries in the sixth century. Theodore of Tarsus founded a library in Canterbury in the seventh century, and Egbert, Archbishop of York, founded the library of York in the eighth century. The York library was in charge of Alcuin, an English prelate and subsequently abbot of Tours; he was distinguished as a scholar and author. His poems and theological works are said to be the best specimens of mediæval Latinity extant. When Alcuin was in France he applied to Charlemagne to obtain copies of some of the books in the York library. At this period and even up to the fourteenth century every book was written by hand, and nearly all of the books had ornamental letters and illuminations. For several centuries the duplicating of books was confined to the monasteries. Some of the greatest orders, including the Benedictines, Augustinians and Dominicans made this a special duty. St. Benedict insisted that there should be a library in every newly founded monastery.

The majority of the abbeys cultivated literature and were chiefly connected with the intellectual movement to which the universities owed their rise. In England Richard of Bury praised them for collecting books and Sir Richard Whittington built a large library for the Grey Friars in London; they also possessed libraries at Oxford. Richard of Bury, chancellor and ambassador at the court of Edward III., founded Durham college at Oxford, and equipped it with an excellent library.

The monasteries in Italy, Germany and France at this time employed a large number of transcribers, but the immense labor and cost in producing books soon met with a radical change by the invention of printing. Block printing on paper was introduced and continued until 1470.

3. Modern Period, 1470 to 1850.

This commences a new era in the history of libraries, the art of printing with movable types having been discovered. The first types were made of wood to resemble the black letters of manuscripts, but these were soon superseded by types made of metal.

England.—The British Museum, London, contains one of the greatest libraries in the world. It was founded in 1753, and now contains about 2,000,000 books and manuscripts. In cosmopolitan interest it is without a rival; it has the best library in any European language out of the territory in which its library is vernacular; it also contains over 50,000 Hebrew, Chinese and Oriental books, and very few libraries in the United States possess such a valuable collection of books and pamphlets relating to this continent. The manuscripts are very valuable, the collection, numbering over 50,000, ranging from the second century, B.C. down to our own time. To give an idea of the size and magnificence of this library I may state that if the books were placed in a continuous line it would measure 160 miles in length. The manuscript catalogue of its books

now reaches over 2,000 volumes The annual grants are, for purchase of books $50,000, bookbinding $45,000, purchase of manuscripts $12,500, printing catalogue $15,000. The building is illuminated with the electric light and open free to the public.

The Bodleian at Oxford, founded in 1602, by Sir Thomas Bodley, is one of the most valuable of the early English libraries. It contains about 1,000,000 volumes and 300,000 Oriental and other manuscripts.

Scotland.—The Advocates library, Edinburgh, is probably the most celebrated one in Scotland. It was founded by the Faculty of Advocates in 1682. In addition to its magnificent collection of general literature it contains the following valuable additions :—1,200 volumes relating to the history and antiquity of the northern nations and some old books on Scotch poetry, 100,000 German pamphlets, including many of the writings of Luther and Melancthon, a large collection of manuscripts relating to the civil and ecclesiastical history of Scotland before and after the reformation, letters of British sovereigns, the Riddel note books illustrating the genealogy of Scottish families, a collection of Spanish works purchased for $2,000, also Icelandic, Persian, Sanscrit and classical manuscripts.

The faculty is very liberal in its support; the last catalogues printed came to about $25,000, the whole cost of which was paid by the members of the faculty. This library is open free to all persons engaged in literary work.

Ireland.—The library of Trinity college, Dublin, is contemporaneous with the Bodleian at Oxford. In 1601 the English soldiers commemorated their victory over the Spanish troops at Kinsale by subscribing a sum of £1,800 ($9,000) for the establishment of a library in the university of Dublin. In 1655 the officers and soldiers then in Ireland gave £22,000 ($110,000) for the purchase of Usher's collection of books. This library contains a magnificent collection of rare and valuable books, but they are lent only to the professors and students.

France.—The Bibliothèque Nationale, Paris, founded in the fourteenth century, is the largest library in the world. It contains over 2,500,000 volumes and manuscripts, also a large collection of coins. It is not so valuable to the public as many smaller ones because of certain restrictions; admittance is very difficult, and only a certain number of volumes are allowed for reference in one day. The authorities have never allowed any artificial light to be used in this building.

The French kings and emperors have always been liberal patrons of literature. Napoleon I. was such a great reader that he always carried a portable library with him when travelling or campaigning. In 1809 he proposed having a travelling library of 3,000 volumes of uniform size, each about 500 pages, printed for his own use, and commanded M. Barbier, of Fontainebleau, to prepare an estimate of the cost. As the cost exceeded 5,000,000 frs. ($1,000,000) and it would take six years to complete the work, this enterprise was abandoned.

Germany has more large libraries than any other European country. The largest is the Royal library in Berlin. It was founded in 1667. The public have easy access to it; every adult is admitted to the reading room and books are loaned to educationists and others free. On special application by students at a distance books are sent for their use, but they must be temporarily deposited for reference in some convenient public library.

Italy has the oldest existing libraries, containing some of the rarest and most valuable books and manuscripts in the world. The largest is the Biblioteca Vaticana. It was founded as a pontifical library in the fifth century. This library is in the magnificent Vatican building; the Codica Vaticana are placed in the great *salone*, which is decorated with frescos depicting ancient libraries, etc., and open to a gallery 1,200 feet in length, with separate rooms for the different divisions of the library. It is open to the public by special permission from the Cardinal Secretary on certain days and months in the year.

All the public libraries in Italy are under the administration of the Minister of Public Instruction.

Russia.—The Imperial library at St. Petersburg is the third largest in the world. It was founded in 1714 and contains over 100 different collections of books purchased from time to time through the liberality of the sovereigns, and gifts from private individuals. It contains some of the most ancient Greek, Latin and Hebrew manuscripts in

existence, also the celebrated *Codex Sinaiticus* of the Greek Bible brought from the convent of St. Catharine at Mount Sinai. This library was not opened to the public until 1814. It is under the control of the Minister of Public Instruction.

United States.—The earliest libraries in the United States were founded in connection with educational institutions and the oldest is that of Harvard college. This celebrated institution of learning, is situated in Cambridge Mass. This district was first settled by the English in 1630: six years afterwards "the court agreed to give £400 ($2,000) towards a schoale or colledge, the next court to appoint wheare and what building." The founding of the library was contemporaneous with the founding of the college. During the next 126 years the number of books was gradually increased to about 4,000, and it was then the most valuable and extensive college library in the country. In 1764 the building was destroyed by fire and very few of the books were saved. The friends of the college, both in England and America, immediately set to work to re-establish the library. The English people were very generous in their donations. Mr. Thomas Hollis, of London, gave £200 ($1,000) for the purchase of books, and left a sum of money to the college, the interest of which is still expended on books. The following letter from Mr. Joseph Mandit, dated London, 17th April, 1764, shows the great interest taken in the restoration of this library by the English people: "I am to acquaint you that the New England Company for Propagating the Gospel with you and parts adjacent, at a general court have ordered me to lay out £200 ($1,000) on such books as shall be most suitable for those persons who shall be willing to qualify themselves as missionaries, to go and preach the gospel among the Indians." The collection of books sent, included works on science, classical literature and religion. Mr. Schudder, in his report on "'Public Libraries a hundred years ago,' says it is evident that their conception of an education which would qualify a man for missionary work in Natick did not materially differ from what they would have required in one to deliver a Thursday lecture in the first church of Boston." Other English donors were the archbishops of Canterbury and York, the trustees of the British museum, the King's printer, and several publishers and private individuals.

The growth of this library, up to the time of the war, was considerable, it then numbered about 10,000 volumes; after the war its progress for some years was slow, but recently has been so rapid that in 1887 the report shows that this library contains no less than 232,800 volumes.

Canada.—The early libraries were in connection with seminaries and colleges. The first of these was the seminary of the Hurons, afterwards known as the Jesuit College of Quebec. It was founded by the Rev. Father le Jeune in 1635 (this Rev. Father opened the first Canadian school in Quebec; he commenced with only two pupils, one a negro and the other an Indian boy, to whom he taught reading and writing). In 1678 the seminary of Quebec was founded by Monseigneur de Laval, the first Roman Catholic bishop of Quebec; after nearly 200 years this venerable institution, by royal charter from the Queen (1852) was erected into the University of Laval. The library gradually increased, and now contains over 100,000 volumes and is the second largest in the Dominion. The parliamentary library at Ottawa contains about 120,000 volumes.

4. Modern Period since 1850.

England.—In 1850 Mr. Ewart introduced the first Public Library Act into the British House of Commons, enabling town councils to establish public libraries in towns of 10,000 inhabitants. The rate of taxation was one-half-penny in the pound, requiring the affirmative vote of two-thirds of the tax payers. The money raised to be expended on buildings only. This bill met with considerable opposition from the Conservative party. One party opposed the bill because it would increase the taxes of agriculturists, another feared that public libraries would degenerate into political clubs. The Liberal members, however, favored the bill. Mr. Bright said that one-half of the objections to it were not fairly put, and the other half did not apply. The bill was passed by a majority of 17; ayes 118, nays 101.

In 1885 the Act was amended, the rate of taxation was increased from one half-penny to one penny in the pound (this is equal to 4 mills on the dollar). The income was allowed to be expended in the purchase of books, and libraries could be established in districts with a population of 5,000. Subsequent amendments to the Act have been made from time to time; the principal changes are the reduction of limit of population, reducing the two-third vote to a bare majority vote, and empowering ten ratepayers to call a meeting to vote on the question of establishing a free library.

Free libraries are now very popular and prosperous throughout Great Britain; private individuals have been very liberal in erecting free library buildings at their own expense, and devoting large sums of money for the purchase of books. The following extract from a recent English newspaper shows the public spirit and liberality:—"At a meeting of the Lambeth Vestry one of the Free Library commissioners remarked that they had recently received some splendid gifts. 1. The land on which the Norwood library is erected was given by Mr. Nettleship. 2. The cost of the south Lambeth library had been borne by Mr. Tate. 3. The cost of the Durning Free Library at Kensington, ten thousand guineas ($52,500) had been defrayed by Miss Durning Smith. 4. The library at Myatt's Fields had been given by Mr. Minnet. 5. Mr. Noble had promised to build a library at Waterloo Road at a cost of about £14,000 ($70,000). 6. A donor had offered to buy the land and build a central library for Brixton and Stockwell at his own expense. With such liberality in one city alone within twelve months, is it any wonder that the free libraries in the mother country are in such a flourishing condition?

I shall now refer to two of the first free libraries in England. The Manchester free library was the first to be established under the Act of 1850. A subscription of over £12,000 ($60,000) was raised, and it has so flourished that its income amounts to £10,000 ($50,000) annually.

The Liverpool free library, established in 1852, is probably the largest and most successful one in England. In connection with it are a museum and art gallery The progress of this institution is most remarkable. In 1860 a private individual erected new and extensive buildings for the library and art galleries at his own expense. The annual report of 1873 points out the necessity of having a permanent art gallery. The presence of art galleries and museums in Paris, has enabled that city to become a large manufacturing centre, owing solely to the educated tastes of her artisans. London has, within the past few years, become the seat of art manufactures which have, in several instances, been the growth of South Kensington. If Liverpool is to become eventually more than a mere warehousing port, every means of attracting such manufactures into her midst should be most anxiously advocated. The attendance of the artisan class at these exhibitions is, therefore, a most important element from an industrial point of view. In 1880 the Picton reading room was opened to the public; it is a circular room 100 feet in diameter, surmounted by a dome, the entire height being 56 feet; it can accommodate 300 readers; underneath it is a lecture room with accommodation for 1,800 persons, where lectures are regularly given.

Pupils of all educational establishments are admitted free to the art gallery, but to the public the small charge of 3d (6 cents) is charged in the evening, and 1s (25 cents) during the day.

The following remarks on the value of free public libraries in England are from an address given by the president of the conference of librarians at the Thousand Islands, September 1887: "The English public library system is now so popular and firmly established that it cannot be disturbed. Its chief patrons are the middle classes, the artisans and laborers. The recent extension of suffrage in England has strengthened the system. No candidate for official position could now hope for success who is not a friend of the public library. It has been found that the public libraries have not become political clubs and schools of agitation, but on the other hand have greatly raised the standard of intelligence among voters. No controversy has arisen concerning the selection of books. It was at first supposed that those relating to politics and religion, the subjects on which English people quarrel most, must be excluded. The experiment of including these books in the Manchester and Liverpool libraries having been tried with peaceful results, all apprehensions of danger from this cause was removed."

United States.—Legislation for the establishment of free public libraries was earlier in the United States than in England, but the latter country was the first to put the Act into operation. In the report of the select committee on public libraries in 1849, Mr. Ewart says, "Our younger brethren, the people of the United States, have already anticipated us in the formation of libraries entirely open to the public." In 1848 the Massachusetts general court passed an Act authorizing the city of Boston to levy a tax of $5,000 for the establishment of a free public library. In 1849 the New Hampshire Legislature passed an Act authorizing towns to maintain libraries free to all inhabitants. In 1851 Massachusetts passed an amendment to its former Act, making it applicable to the cities and towns in the States. In 1866 the law was amended, removing the limit of taxation and permitting any town to raise any tax it deemed necessary for the support of its library.

The Boston public library was the first free library in the United States. In 1852 the first board of trustees was appointed. In 1853 Mr. Bates made his donation of $100,000 because of the liberality of the trustees in allowing the books to be taken to the homes of the people. This is the largest and most prosperous free library in the United States, although the municipal assistance down to 1866 only amounted to $5,000 per annum, it received liberal private donations, and since the new law came into operation the tax has increased to $125,000 in one year. In 1886 it contained 490,688 volumes and 339,812 pamphlets, it issued 713,852 volumes for home reading and has 244,477 volumes for reference on its shelves.

The following list contains a summary of the different States which have passed laws for the establishment of free libraries, with dates of legislation and statistics down to 1886.

State.	Date.	No. of Libraries.	Total No. of Vols.
*Colorado	1872	.....	.....
California	1878	16	131,113
Connecticut	1875	16	48,814
Illinois	1872	45	304,854
Indiana	1873	60	103,120
Iowa	1873	8	26,556
Kansas	1886	.....	.....
Massachusetts	1851	192	1,770,386
Maine	1854	12	25,409
Michigan	1877	157	231,365
Missouri	1885	.....	.....
New Hampshire	1849	35	129,227
Nebraska	1877	4	17,227
New Jersey	1885	3	12,804
†New York	1872	.....	.....
Ohio	1869	21	321,071
Rhode Island	1875	30	133,834
Texas	1874	2	5,600
Vermont	1865	15	81,193

* This State had not availed itself of the Free Library law down to 1886, but a free library has been established by the Board of Trade at Denver.

† New York State has 22 Free Libraries with 125,811 volumes, organized under the School laws, and indirectly supported by taxation.

Each separate State makes its own law for the support of free libraries; some States are so liberal that they do not limit the amount to be raised by taxation; the rate of taxation in other States varies from 2 mills to 1-5 mill on the dollar; but it is not the rate of taxation alone which has built up the successful free library system in the United States; it is greatly owing to the munificent gifts and bequests from private individuals, and it is no wonder that the United States are able to claim that they have more books in circulation in proportion to population than any other country in the world. These gifts and bequests are so enormous that I will refer to a few of them; the Astor, Peabody, Lennox and Cooper gifts for free libraries were respectively $1,200,000, $1,265,000, $2,100,000, and $1,000,000; and more recently the Newberry gift to Chicago $4,000,000, the Pratt gift to Baltimore $1,000,000, and the Tilden gift to New York $5,000,000. Each year the gifts for free libraries are getting more pronounced; there is scarcely a month in the year passes without some gift or bequest being made to the libraries in the United States. Mr. Poole at the conference of librarians at the Thousand Islands said, "The public mind was never so impressed as now with the importance of establishing libraries, and much private munificence is taking that direction. It used to be said that no wealthy man or woman in Boston expected to go to heaven unless there was a generous legacy in his or her will to Harvard College and the Massachusetts General Hospital. Throughout the country much of this longing for a blissful hereafter is accruing to the benefit of libraries."

Another important feature in the success of the public library system in the United States is the *free* importation of books for all public libraries. The United States government is evidently aware of the direct benefit derived from free libraries by the masses and so it allows books for public libraries and all educational institutions, and even for teachers, to be imported free of duty. The following extract from the Library Journal, November, 1890, shows the advantages possessed by the public and educationists in the United States over the public and educationists in Canada. "Mr. Hoar secured an amendment to the clause, placing on the free list, books imported for public libraries and the libraries of educational institutions. As it is amended, such institutions are authorized to import books free of duty, not only for their own libraries, but for their professors. This removes what has long been considered an unfair discrimination against the poorer universities and colleges of this country. The richer generally have an abundant library fund, so that whatever the professor asks, within reasonable limits, is purchased. This often constitutes a very strong attraction to draw away successful teachers, when they are offered places no better paid in the richer institutions. In Harvard, for instance, no professor needs to lay out money in books, except of general literature for personal and family use; while in several large universities many professors have to make considerable outlays for the purchase of the "tools of their trade." It is still worse in many colleges, where the library collections amount to nothing worthy of consideration. The new tariff furnishes some relief, by exempting from duty books published entirely in other languages than English. Mr. Hoar adds to this by exempting a professor's purchases of English books from duty equally with those of the institution in which he teaches."

Ontario—In 1850 the public library system in Canada may be said to have been in its infancy. There were no free libraries, but Mechanics' Institutes had been established by special acts.

Mechanics' Institutes constitute the public library system of this Province; although not absolutely free, they are nominally so, the subscriptions of members varying from 25 cents to one dollar per annum, a smaller amount probably than they would have to pay if taxed for a free library. As Mechanics' Institutes are now such an important branch of our educational system, I will give a short sketch showing their rise and progress.

Mechanics' Institutes were incorporated by special Acts in Toronto and Kingston in 1835, and in Hamilton and London in 1849.

1851—In 1851 the first general Act for the incorporation and management of Mechanics' Institutes was passed. This Act does not state the amount of Government aid, but insists upon the sum of twenty-five pounds being raised before a declaration of incorporation can be made.

1856—An amendment to the Act of 1856 was passed this year, empowering Mechanics' Institutes in towns and cities having 3,000 inhabitants to hold property to the value of $1,000.

1857—The Board of Arts and Manufactures was incorporated this year, being intended to assist the Mechanics' Institutes and have certain control over their affairs. The following extracts are from the Act :—

"Each incorporated Mechanics' Institute in Upper and Lower Canada, respectively, shall elect and accredit to the Board of Arts and Manufactures one delegate for every twenty members on its roll, being actual working mechanics or manufacturers, and having paid a subscription of at least five shillings each to its funds for the year then last past."

"It shall be the duty of the said Board of Arts and Manufactures to collect and establish at Toronto, for the instruction of practical mechanics and artisans, museums of minerals and other material substances and chemical compositions, susceptible of being used in mechanical arts and manufactures, with model-rooms appropriately stocked and supplied with models of works of art, and of implements and machines other than implements of husbandry and machines adapted to facilitate agricultural operations, and free libraries of reference, containing books, plans and drawings, selected with a view to the imparting of useful information in connection with mechanical arts and manufactures, and also to found schools or colleges for mechanics, and to employ competent persons to deliver lectures on subjects connected with the mechanical arts and sciences or with manufactures; and the said Boards shall keep records of their respective transactions, and shall from time to time publish, in such manner and form as to secure the widest circulation among the Mechanics' Institutes, and among mechanics, artisans and manufacturers generally, all such reports, essays, lectures and other literary compositions conveying useful information as the said Boards, respectively, may be able to procure and judge to be suitable for publication."

1858—As there had been no official investigation or inspection of the Institutes receiving government aid up to this time, the Minister of Agriculture issued a circular requesting information as to membership, library, reading room, lectures, evening classes, and finances. So few Institutes replied to this circular that an Order in Council was passed witholding the grant from Institutes not sending the information required. This first official enquiry as to the affairs of the Institutes must have been very unsatisfactory, for we find that the grant was reduced this year from $250 to $140, and after this year, was discontinued altogether.

The Mechanics' Institutes did not all cooperate with the Board of Arts and Manufactures, and the Government grant having been withdrawn, they were not in a flourishing condition during the next ten years.

1868—This is an eventful year in the history of Mechanics' Institutes.

Immediately after Confederation the Mechanics' Institutes were placed under the supervision of the Department of the Commissioner of Agriculture and Public Works, and the following clause in the Agricultural and Arts Act was assented to on the 4th March :—

"Any Mechanics' Institute incorporated under chapter seventy-two of the Consolidated Statutes of Canada, or by special Act of incorporation, having evening classes organised for the imparting of practical instruction to its pupils, or having established a library of books on Mechanics, Engineering, or Chemical or other Manufactures, shall be entitled to receive from unappropriated moneys in the hands of the Treasurer of the Province, for the purpose of aiding in such class instruction or technical library, or both, a sum not to exceed two hundred dollars in any one year; provided the sum so paid shall not be greater than the sum locally contributed, or appropriated by such Institute, for such specific object or objects."

The Commissioner, in his Report for 1868, says .—"I anticipate a large amount of educational benefit to the industrial classes from this grant, and trust that during the ensuing year many more Institutions, encouraged by the success of the few, will qualify themselves for claiming aid under the Statute.

"That there exists a necessity for some such means of adult instruction as these institutions are adapted to afford, is evident, in view of the early ages at which the industrial classes are compelled to leave school, and consequently slight advantages received from their studies, especially on practical subjects."

In this year the Board of Arts and Manufactures was abolished for want of support. At the last meeting of the Board, the members of Mechanics' Institutes then present formed themselves into an association which was subsequently incorporated as "The Mechanics' Institutes Association of Ontario." The following objects were proposed to be accomplished by the Association :—1. The establishment of a centre of action, or bond of union, for the various (now) isolated Mechanics' Institutes. 2. The preparation of and continued completeness of a catalogue of books suitable for Mechanics' Institute libraries, especially of books of a technical or practical character. 3. To have arrangements at all times open for the procurement of such works by the Association, for the Institutes, at the lowest wholesale prices. 4. The imparting and receiving of information, by discussion or otherwise, on the questions of Institute evening class instruction, lectures, libraries, reading-rooms, exhibitions and other operations.

1869—An amendment was made to the Act of 1868 allowing the purchase of books on general literature, other than fiction, in addition to technical works.

1871—An amendment was passed increasing the maximum grant from $200 to $400, and providing that each Institute shall receive two dollars for each dollar locally contributed. The following extract from the Report of the Commissioner of Agriculture for 1871 shows that up to that time very little attention had been given to the establishment of Evening Classes :—"The majority of the Institutes have devoted their funds principally to the improvement of their libraries. It should not, however, be lost sight of that among the objects sought to be promoted by Mechanics' Institutes, Class instruction specially adapted to the wants and circumstances of working men occupies a prominent position. As these Institutions increase in age and resources, it is hoped that but few will be found without the teaching functions being largely developed. It is true that as our public system of education improves and ramifies throughout the country, the necessity of Evening Classes for teaching adults the rudimentary branches of learning will diminish. But it is the characteristic work of Mechanics' Institutes to teach the application of knowledge acquired in ordinary schools to the practical purposes of life, including such technical subjects as relate to the every day pursuits of the various classes of the working population."

1872—An amendment to the Act was passed this year providing for the inspection of Mechanics' Institutes.

1873—An amendment was passed confining the expenditure for Reading-Rooms to one-fourth of the Government grant and local contributions.

1877—The Act was amended allowing fifty dollars additional for each fifty pupils over and above two hundred, also authorizing the Institutes to pay 5 per cent. of their grant to the Mechanics' Institute Association.

1880—An Act was passed this year transferring the supervision of Mechanics' Institutes from the Commissioner of Agriculture to the Minister of Education.

I was then appointed by the Minister to visit every Mechanic's Institute in the Province, to ascertain their standing, confer with the directors, etc., and prepare a special report on Mechanics' Institutes. I visited 121 Institutes, several were temporarily closed and several others almost in a state of collapse, altogether 70 of the Institutes visited had failed to comply with the requirements of the Act by not having expended the necessary amounts from the Government grant and local contributions. This led me to the conclusion that the Government gave too much pecuniary assistance, causing apathy and carelessness on the part of the directors and members. The following is an extract from my report on this subject :—

"My own opinion is that the Government grant is now given on a wrong basis. Any small Institute can get $400 by making an affidavit that it will expend $200 from local sources. Application in good faith is made for this large grant, intending to raise $200 forthwith, but it is found that even $400 worth of books in one year is more than is required. At the next annual meeting new directors are elected, who do not feel disposed to canvass for moneys to defray responsibilities incurred by their predecessors,

and this goes on from year to year, and as they cannot get a new grant until they comply with the conditions of the Statute, they are unable to purchase new books, and the subscribers gradually leave, and the Institute becomes, to all intents and purposes, defunct for several years. I find that other literary societies which are self-supporting have sprung up and flourished in some places where Mechanics' Institutes have failed. In England, Mechanics' Institutes are almost wholly dependent upon local subscriptions, the only government assistance they receive being paid through the Committee of Council on Education and the Science and Art Department, for Evening Classes."

I also found that the payment of grants in advance was on a wrong basis, as all of the moneys received from the Government had not been expended for Institute purposes, some of the defunct Institutes having been involved through the death or failure of their treasurers.

Another serious imperfection was that directors were allowed to charge all expenses for rent, light, fuel, salaries, etc., to Reading-rooms. In some Institutes they had not even an apology for a Reading-room, but charged expenses for the same, although their books were kept in small cupboards in shops, private houses, etc. Some of them contended that the room in which the books were kept constituted it a Library, and that a Library is a Reading-room. In other Institutes I found that the few newspapers and periodicals taken were read by only a very small minority, and thus thousands of dollars per annum were expended, which should have been used for the purchase of books.

It was said that if the Department disallowed this mode of expenditure many of the Institutes would have to be closed, as the local contributions would not pay running expenses. This is quite true, for at that time grants were paid independently of membership, in one Institute with a single member a grant was paid. Grants had also been paid to several Institutes ranging from 15 to 40 members. It was therefore impossible for them to pay rent, etc., from membership fees, and consequently Government moneys were so misapplied as to be of very little practical benefit to the Province.

It is gratifying to state that these imperfections in the Act have been remedied by your Act of 1886, which provides for payment by results—limited minimum number of members, etc.

1881—Regulations were issued by the Minister of Education allowing 25 per cent. of the grant to be expended for rent, light and fuel, but strictly excluding salaries. The grant was divided as follows:—Library, $150; Evening Classes, $150; Reading-room, $100.

1882—The Minister issued new regulations discontinuing the 5 per cent. of grants which had previously been paid by Institutes to the Mechanics' Institute Association and paying them an annual grant

A sum not exceeding 20 per cent. of the grant for Library purposes was allowed to be expended for works of fiction.

An Act for the establishment of Free Libraries was passed this year from which I give the following excerpts:—

Appointment of Board of Management.

In case of the establishment of a free library under this Act, the general management, regulation and control of the library, and of the news-room and museum (if any) shall be vested in and exercised by a board to be called the board of management; which board shall be a body politic and corporate, and shall be composed of the mayor of the city or town, or the reeve of the village, and three other persons to be appointed by the council, three by the public school board, or the board of education of the municipality, and two by the trustees of the separate school, if any.

Special Rate for Library Purposes.

For the purpose of providing for the expenses necessary for carrying this Act into effect, the council of the municipality, in addition to all other rates and assessments levied and assessed for municipal purposes, shall levy and assess from year to year a special annual rate sufficient to furnish the amount estimated by the said board to be required

as aforesaid, but not exceeding one-half of a mill in the dollar, upon the assessed value of all ratable real and personal property, such rate to be called "The Free Library Rate."

1883—An amendment to the Free Libraries Act was assented to empowering the directors of a Mechanics' Institute to transfer its effects to a Free Library in the same city, town or village, the Free Library to be entitled to the like and from the Government grant as the Mechanics' Institute would have received.

This year eight cities and towns, viz., Berlin, Brantford, Guelph, Simcoe, St. Catharines, St. Thomas and Waterloo availed themselves of the privileges of this Act.

1884.—Your new regulations were issued, the principal change was allowing $200 to be expended for library, $100 for evening classes, and $100 for reading room.

1885.—Proposed regulations respecting the management of Mechanics' Institutes were sent for approval to each institute, and a meeting of the members of the Mechanics' Institute Association was convened to discuss the proposed changes.

1886.—The Act now in use was assented to 25th March, 1886. The following excerpts show the principal changes made :—

Distribution of Legislative Grant.

The appropriation annually made by the Legislative Assembly for Mechanics' Institutes, shall be distributed, subject to the regulations of the Education Department, as follows :—

(*a*) Every Mechanics' Institute with a membership of fifty persons, and contributing in annual subscriptions the sum of $25, shall receive $25 annually.

(*b*) Every Mechanics' Institute with a membership of one hundred or over, and contributing in annual subscriptions not less than $50, shall receive $50 annually.

(*c*) In addition to the sums in the preceding sub-sections mentioned, every Mechanics' Institute shall receive for its library the sum of $1 for every dollar expended on books as provided by this Act, but so as not to exceed the sum of $150 for library purposes ; provided that of the said sum of $150 expended for library purposes, not more than twenty per cent. thereof shall be expended on works of fiction ; for its reading room $1 for every dollar expended for newspapers, magazines, or other periodicals, but so as not to exceed the sum of $50 for reading room purposes ; for evening classes the sum of $3 for every pupil in any of the courses herein prescribed for classes of twenty-five pupils or under, and $1 for each additional pupil, but so as not to exceed $100 in all for evening classes.

Evening Classes.

To organize evening classes for instruction in one or more of the three following courses, namely, an English course, comprising the study of English and Canadian history, English grammar and composition ; a Commercial course, comprising the study of book-keeping, arithmetic and writing ; a Drawing course, comprising the study of free-hand, architectural and mechanical drawing.

Dissolution of Institute on failure to comply with Regulations.

When the directors of Mechanics' Institutes fail or neglect to open the library to the public or to the members of such Institute for two years as required by the regulations of the Education Department, such failure or neglect shall operate a dissolution of such corporation, and it shall be lawful for the Education Department through its proper officer to take possession of all the books, magazines and periodicals in such library, and dispose of the same to the municipal corporation of the municipality in which such Mechanics' Institute is situated, on such terms and conditions as may be agreed upon, but nothing herein contained shall be deemed to confer any authority or control over any real estate under the jurisdiction of said directors.

Extracts from Regulations.

All grants are made subject to the regulations of the Education Department, and each Mechanics' Institute and Free Library shall be paid according to the work done or money expended during the financial year immediately preceding the grant. Books, newspapers and periodicals must be purchased so as to be in use not later than the 1st day of April, and all invoices must be paid before the 30th day of April in each year, otherwise the grant for Library and Reading Room will not be allowed until the following year.

Reading Room.—In order to be entitled to any grant for a Reading Room, the following conditions must be complied with :—

(1) The Reading Room must be conveniently situated.

(2) It must be properly warmed and lighted, and furnished with suitable racks and paper files, and with chairs for at least ten persons.

(3) It must be regularly opened to the public at least three hours every alternate week day, between 2 and 10 p.m., or for a like period of three hours at such other times as may be deemed expedient by the directors.

(4) There must be placed on separate files at least two daily newspapers, five weeklies, and three standard monthly magazines.

Library.—In order to be entitled to any aid for Library purposes the following conditions must be complied with :—

(1) The Library must be conveniently situated, and open for the receipt and delivery of books at least one hour every week.

(2) The books must be properly numbered and placed in order on suitable shelves or cases.

(3) A satisfactory record, according to the Regulations of the Education Department, must be kept of all books given out and taken in.

(4) If required, invoices, shewing a list of the books purchased, must be sent to the Department.

Evening Classes.—In order to be entitled to any grant for Evening Classes, the following conditions must be complied with :—

(1) The classes in each course shall consist of such pupils as are over 15 years of age (not school pupils), who attended at least 20 lessons (non-resident pupils attending a Model or High School are allowed for in the drawing course).

(2) Twenty-five lessons of two hours each must be given in each course.

(3) The teachers must possess certificates approved by the Education Department.

(4) A full list of the pupils, signed by the teachers in charge, on the form prescribed, must be forwarded to the Education Department with the annual report, not later than the fifteenth of May.

The Act of 1886 has been most successful ; the change of mode of payment has been the means of establishing a large number of institutes and placing them all on a sounder basis. For proof of this I refer to my annual reports, which show the collapse of several institutes established under the old Act, which allowed payment of grants in advance, but not a single institute established under the new Act has yet been closed.

This year the Association of Mechanics' Institutes of Ontario was dissolved.

The following amounts were paid Mechanics' Institutes in this Province from 1850 to 1858 :—

1850..	3	Institutes were paid.....	$600 00	1856	49	Institutes were paid.....	$12400 00
1851..	10	" "	2000 00	1857..	58	" "	11600 00
1852..	4	" "	800 00	1858..	67	" "	10220 00
1853..	22	" "	7400 00				
1854..	10	" "	2200 00	Total.	259		Total.. $57220 00
1855..	36	" "	10000 00				

The following amounts were paid from 1868 to 1885 (grants were withdrawn from 1858 to 1868) :—

1868..	13	Institutes were paid.....	$1610 00	1879..	74	Institutes were paid.....	$22885 00
1869..	26	" "	3307 00	1880..	72	" "	22030 00
1870..	24	" "	2948 00	1881..	75	" "	22850 00
1871..	43	" "	12598 00	1882..	79	" "	23084 00
1872..	41	" "	11306 00	1883..	81	Institutes and Free Libraries were paid	23277 00
1873..	39	" "	11535 00				
1874..	47	" "	15427 00	1884..	84	" " "	23258 00
1875..	55	" "	18146 00	1885..	122	" " "	26270 00
1876..	55	" "	16425 00				
1877..	58	" "	18158 00	Total.	1047		Total.. $293003 00
1878..	59	" "	18189 00				

The following amounts were paid Mechanics' Institutes and Free Libraries :—

1886..	131	Institutes and Free Libraries were paid	$24949 00	1890*.	203	Institutes and Free Libraries were paid	$34477 00
1887..	139	" " "	20079 00				
1888..	167	" " "	21884 00	Total.	827		Total.. $128574 00
1889..	187	" " "	27185 00				

* All the reports were not in at the time of going to press.

The above table shows the progress made during the past few years, and it is gratifying to know that the number of Institutes has annually increased, and with the exception of about half a dozen, are in a flourishing condition. This is evident from comparing the amounts paid from government grants in the years 1888, 1889 and 1890. In 1888 the average grant was $131.00, in 1889, $145.90, and in 1890, $169.90. This is because the Institutes are increasing their membership and expending more money for libraries and reading rooms. One factor in relation to this advance is that the departmental advocacy of municipal assistance has been liberally responded to and municipal grants are yearly increasing. The municipal grants to 173 Mechanics' Institutes and Free Libraries this year amounted to $101,568.50. Your first annual report (1883) shows that only 34 of these institutes were assisted by municipalities, the amount paid being only $3,340.00.

At the present time there are 217 Mechanics' Institutes and 9 Free Libraries in this Province, with about 59,000 members and readers who have access to 390,000 books and 4,000 periodicals and newspapers. The total number of volumes issued this year was about 933,000.

This is a grand showing for the Public Library system of Ontario, and in proportion to our wealth and population will compare favorably with the Public Libraries in older countries, but notwithstanding the liberal assistance of the Ontario Government and the municipalities, Mechanics' Institutes are seriously handicapped by the excessive import duties they have to pay on books. The duty, including wholesale dealers' profits on same, annually paid by Mechanics' Institutes, is a large sum, and if the duty were taken off books and periodicals this sum could have been expended for the increase of the libraries.

The following table shows the locality of each Mechanics' Institute and Free Library in the Province :—

MECHANICS' INSTITUTES AND FREE LIBRARIES IN 1889-90.

LOCATION.		LOCATION.	
Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Addington	Newburgh.	Haldimand	Caledonia.
do	Camden East.	do	(Dufferin) Clanbrassil P.O.
Algoma	Chapleau.	do	Dunnville.
do	Manitowaning.	do	Jarvis.
do	Port Arthur.	do	(Victoria) Caledonia P.O.
do	Sault Ste Marie.	Halton	Georgetown.
Brant	Brantford.	do	Milton.
do	Glenmorris.	do	Oakville.
do	Paris.	Hastings	Belleville.
do	St. George.	do	Desoronto.
Bruce	Chesley.	do	Trenton.
do	Holyrood.	Huron	Blyth.
do	Kincardine.	do	Brussels.
do	Lion's Head.	do	Clinton.
do	Lucknow.	do	Exeter.
do	Paisley.	do	Goderich.
do	Port Elgin.	do	Hensall.
do	Ripley.	do	Seaforth.
do	Southampton.	do	St. Helen's.
do	Teeswater.	do	Wingham.
do	Tara.	do	Wroxeter.
do	Walkerton.	Kent	Blenheim.
do	Westford.	do	Bothwell.
do	Wiarton.	do	Chatham.
Carleton	Manotick.	do	Dresden.
do	Metcalfe.	do	Highgate.
do	Ottawa.	do	Tilsonburg.
Dufferin	Grand Valley.	do	Thamesford.
do	Orangeville.	do	Ridgetown.
do	Shelburne.	do	Thamesville.
Dundas	West Winchester.	do	Wallaceburg.
do	Morrisburg.	Lambton	Arkona.
do	Iroquois.	do	Aberarder.
Durham	Bowmanville.	do	Alvinston.
do	Orono.	do	Forest.
do	Port Hope.	do	Oil Springs.
Elgin	Aylmer.	do	Petrolea.
do	Duart.	do	Point Edward.
do	St. Thomas.	do	Watford.
do	Shedden.	do	Wyoming.
Essex	Essex.	Lanark	Almonte.
do	Leamington.	do	Carleton Place.
Frontenac	Garden Island.	do	Perth.
do	Kingston.	do	Smith's Falls.
Glengarry	Lancaster.	Leeds	Brockville.
do	Williamstown.	do	Athens.
Grenville	Cardinal.	Lennox	Napanee.
do	Kemptville.	Lincoln	Beamsville.
do	Merrickville.	do	Grimsby.
do	Oxford Mills.	do	Merritton.
do	Prescott.	do	Niagara.
Grey	Clarksburg.	do	St. Catharines.
do	Durham.	Middlesex	Ailsa Craig.
do	Dundalk.	do	Belmont.
do	Lake Charles.	do	Glencoe.
do	Hanover.	do	London.
do	Markdale.	do	Lucan.
do	Meaford.	do	Melbourne.
do	Owen Sound.	do	Parkhill.

MECHANICS' INSTITUTES AND FREE LIBRARIES IN 1889-90.—*Continued.*

LOCATION.		LOCATION.	
Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Middlesex	Strathroy.	Simcoe	Beeton.
do	Thorndale.	do	Bradford.
do	Wardsville.	do	Collingwood.
Muskoka	Bracebridge.	do	Midland.
do	Burk's Falls.	do	Orillia.
do	Gravenhurst.	do	Penetanguishene.
do	Huntsville.	do	Stayner.
do	Port Carling.	do	Tottenham.
do	Windermere.	Victoria	Bobcaygeon.
Norfolk	Simcoe.	do	Fenelon Falls.
do	Waterford.	do	Lindsay.
Northumberland	Brighton.	Waterloo	Ayr.
do	Campbellford.	do	Baden.
do	Cold Springs.	do	Berlin.
do	Cobourg.	do	Elmira.
do	Colborne.	do	Galt.
do	Hastings.	do	Hespeler.
Ontario	Beaverton.	do	New Hamburg.
do	Cannington.	do	Preston.
do	Brougham.	do	Waterloo.
do	Oshawa.	Welland	Fonthill.
do	Uxbridge.	do	Niagara Falls.
do	Whitby.	do	Niagara Falls, South.
Oxford	Embro.	do	Port Colborne.
do	Ingersoll.	do	Thorold.
do	Norwich.	do	Welland.
do	Tavistock.	Wellington	Arthur.
do	Woodstock.	do	Clifford.
Parry Sound	Parry Sound.	do	Drayton.
Peel	Alton.	do	Elora.
do	Belfountain.	do	Ennotville, Barnett P.O.
do	Bolton.	do	Fergus.
do	Brampton.	do	Guelph.
do	Caledon.	do	Harriston.
do	Cheltenham.	do	Mount Forest.
do	Claude.	Wentworth	Dundas.
do	Forks of Credit.	do	Hamilton.
do	Mono Road.	do	Waterdown.
do	Streetsville.	York	Aurora.
Perth	Listowel.	do	Highland Creek.
do	Palmerston.	do	Islington.
do	Mitchell.	do	Markham.
do	St. Mary's.	do	Newmarket.
do	Stratford.	do	Parkdale.
Peterborough	Norwood.	do	Richmond Hill.
do	Peterborough.	do	Scarboro'.
Prescott	L'Orignal.	do	Schomberg.
Renfrew	Arnprior.	do	Stouffville.
do	Renfrew.	do	Toronto.
Russell	Russell.	do	Vandorf.
Stormont	Cornwall.	do	Weston.
Simcoe	Alliston.	do	West Toronto Junction.
do	Barrie.	do	Woodbridge.

The above list may be classified as follows:

Institutes reporting	193
Free Libraries reporting	9
Institutes not reporting	15
New Institutes	9
Total	226

The following abstracts show the proportionate number of volumes in each Library:

Libraries with less than 250 volumes.

Burk's Falls, Cannington, Camden East, Dufferin, Gravenhurst, Hastings, Huntsville, Islington, Jarvis, Leamington, Lion's Head, Lake Charles, Melbourne, Oxford Mills' Orono, Port Carling, Palmerston, Parry Sound, Russell, Sandwich, Sault Ste. Marie' Thamesford, Tavistock, Vandorf, Victoria, Wallaceburg, West Winchester.

Libraries with over 250 volumes and less than 500 volumes.

Alvinston, Atherton, Aberarder, Belfountain, Belmont, Beaverton, Cardinal, Chapleau, Chatsworth, Deseronto, Dresden, Duart, Dundalk, Forks of the Credit, Grand Valley, Highgate, Highland Creek, Huntsville, Iroquois, Lancaster, Lucknow, Markdale, Merritton, Morrisburg, Newburg, Niagara Falls South, Port Arthur, Ripley, Stayner, Waterford, West Toronto Junction, Williamstown.

Libraries with over 500 volumes and less than 1,000 volumes.

Arkona, Athens, Baden, Beamsville, Beeton, Blenheim, Blyth, Bobcaygeon, Caledon, Carleton Place, Clifford, Cobourg, Elmira, Essex, Glenmorris, Holyrood, Listowel, Mono Road, New Hamburg, Newmarket, Port Colborne, Shelburne, Thamesville, Tilsonburg, Watford, Weston, Windermere, Wiarton, Woodbridge, Wyoming.

Libraries with over 1,000 volumes and less than 1,500 volumes.

Almonte, Alton, Arnprior, Aurora, Bolton, Bradford, Bracebridge, Brighton, Caledonia, Cheltenham, Claude, Drayton, Dunnville, Fenelon Falls, Forest, Fonthill, Georgetown, Glencoe, Lucan, Markham, Midland, Meaford, Norwood, Oakville, Oshawa, Parkhill, Richmond Hill, Southampton, Teeswater, Trenton, Waterdown, Wingham.

Libraries with over 1,500 volumes and less than 2,000 volumes.

Ailsa Craig, Arthur, Brampton, Brussels, Chatham, Colborne, Ennotville, Exeter, Hespeler, Ingersoll, Lindsay, Merrickville, Mount Forest, Norwich, Orangeville, Paisley, Parkdale, Point Edward, Port Elgin, Stouffville, Streetsville, Wardsville, Whitby, Wroxeter.

Libraries with over 2,000 volumes and less than 2,500 volumes.

Aylmer, Bowmanville, Campbellford, Clinton, Durham, Embro, Goderich, Harriston, Mitchell, Napanee, Orillia, Penetanguishene, Ridgetown, Renfrew, St. George, Welland.

Libraries with over 2,500 volumes and less than 3,000 volumes.

Ayr, Brockville, Fergus, Perth, Port Hope, Prescott, Owen Sound, Scarboro.

Libraries with over 3,000 volumes and less than 3,500 volumes.

Barrie, Belleville, Berlin (F. L.), Garden Island, Grimsby, Kincardine, Milton, Niagara, Niagara Falls, Strathroy, Simcoe (F. L.), Thorold.

Institutes with over 3,500 volumes and less than 4,000 volumes.

Collingwood, Galt, London, Seaforth, Smith's Falls, Uxbridge.

Libraries with over 4,000 volumes aad less than 5,000 volumes.

Preston, Stratford, Streetsville, St. Mary's, St. Thomas (F. L.), Woodstock, Waterloo (F. L.).

Libraries with over 5,000 volumes and less than 6,000 volumes.

Dundas, Kingston, Paris, Peterboro'.

Libraries with over 6,000 volumes and less than 7,000 volumes.

Elora, Guelph (F. L.), St. Catharines (F. L.).

Libraries with over 8,000 volumes and less than 8,500 volumes.

Brantford (F. L.)

Libraries with over 9,500 volumes and less than 10,000.

Hamilton (F. L.).

Libraries with over 50,000 volumes.

Toronto (F. L.).

MECHANICS' INSTITUTES REPORT.

The following extracts are taken from the annual report for the year ending 1st May, 1890. (For details see tables A, B, C, D and E.)

1.—*Mechanics' Institutes reportig* 1889-90.

Number of Institutes reporting for the year	193

2.—*Mechanics' Institutes not reporting* 1889-90.

Clarksburg, Hanover. Hastings, Kemptville, Manitowaning, Melbourne, Metcalfe, Parkhill, Petrolea, Schomberg, Thorndale, Walkerton, Wallaceburg, West Winchester	14

3.—*Mechanics' Institutes reported closed.*

Port Perry.

4.—*New Mechanics' Institutes reporting* 1889-90.

Aberarder, Baden, Beaverton, Burk's Falls, Camden East, Cardinal, Cornwall, Dundalk, Fonthill, Highland Creek, Islington, Lake Charles, Manotick, Sault Ste. Marie, St. Helen's, Tara, Tottenham, Westford	18

5.—*New Mechanics' Institutes Incorporated since* 1st, *May* 1890.

Bothwell, Brougham, Chesley, Cold Springs, Hensall, Oil Springs, Ottawa, Picton, Shedden	9

6.—*Classification of Mechanics' Institutes reporting* 1889-90.

Mechanics' Institutes with libraries, reading rooms and evening classes	33
" " " and reading rooms	85
" " " and evening classes	11
" " " only	63
" " reading rooms only	1
	193

7.—*Mechanics' Institutes Receipts during the year* 1889-90 *with balances from previous year.*

	$ c.		$ c.
Balance from previous year.	5,622 56	Lectures and entertainments	3,392 74
Members' fees	18,266 90	Other sources	11,413 75
Legislative grants for 1888-9.	28,465 79		
Municipal grants	6,806 92	Total	$74,827 85
Fees from evening classes	859 19		

8.—*Mechanics' Institutes Expenditure during the year* 1889-90 *with balance on hand at close of year.*

	$ c.		$ c.
Rent, light and heating	10,739 17	Evening classes	2,266 00
Salaries	10,149 39	Lectures and entertainments	1,253 77
Books (not fiction)	17,545 36	Miscelleanous	11,301 63
" (fiction)	5,681 26	Balance on hand	7,252 13
Bookbinding	993 44		
Magazines and newspapers	7,645 70	Total	$74,827 85

9.—*Mechanics' Institutes Assets and Liabilities* 1889-90.

193 Institutes reporting have assets, value	$315,172 70
" " " " liabilities, value	26,816 30

10. *Number of Members in Mechanics' Institutes in* 1889-90.

193 Institutes have 21,468 members.

11. *Number of volumes purchased by Mechanics' Institutes in* 1889-90.

Biography	2,287	Religious literature	1,522
Fiction	9,321	Science and art	2,070
History	2,730	Voyages and travels	2,923
Miscellaneous	4,683	Works of reference	400
General literature	2,201		
Poetry and the drama	702	Total	28,839

12. *Value of books presented to Mechanics' Institutes in* 1889-90.

Institutes.	$ c.	Institutes.	$ c.
Aberarder	30 00	Lucknow	239 35
Arnprior	12 00	Niagara	8 50
Baden	400 00	Niagara Falls, South	10 00
Belfountain	5 50	Peterboro'	48 00
Belleville	5 00	Preston	17 70
Blenheim	3 00	Ridgetown	1 00
Brockville	30 00	Russell	1 50
Cardinal	2 82	Sault Ste. Marie	10 00
Chapleau	25 00	Seaforth	35 00
Deseronto	15 00	Southampton	50 00
Ennotville	2 00	Stouffville	2 00
Fergus	20 00	St Helens	3 50
Holyrood	2 15	Wingham	50 00
Huntsville	10 00		
Listowel	24 00		$1,063 02

13. *Number of volumes in Mechanics' Institute Libraries and number of volumes issued.*

	No. of Volumes in Library.	No. of Volumes issued.
Biography	24,512	13,955
Fiction	80,273	228,268
History	29,731	23,162
Miscellaneous	39,977	47,966
General literature	19,499	31,433
Poetry and the drama	9,597	6,829
Religious literature	11,456	11,938
Science and art	30,367	15,820
Voyages and travels	25,716	45,230
Works of reference	8,489	1,524
Totals	279,617	426,125

The total amount expended by Mechanics' Institutes for books including book-binding in 1889-90 was $24,220.06.

14. *Reading Rooms in Mechanics' Institutes in* 1889-90.

119 Institutes reported having reading rooms.

Number of newspapers subscribed for 1,366
Number of periodicals " 1,448

The total amount expended for newspapers and periodicals in 1889-90 was $7,645.70.

15. *Number of Evening Classes in Mechanics' Institutes in* 1889-90.

Commercial Course.—Writing, Arithmetic and Book-keeping.... 39 Institutes.

English Course.—English and Canadian History, Composition and Grammar ..... 10 Institutes.

Primary Drawing Course.—Freehand Drawing, Geometry, Linear Perspective, Model Drawing, and Blackboard Drawing ..... 11 Institutes.

Advanced Drawing Course.—Shading from flat, Outline from round and Ornamental, design ..... 1 Institute.

Mechanical Drawing Course.—Machine Drawing, Building Construction ..... 3 Institutes.

Miscellaneous Subjects.—Short-hand, Type-writing, Mensuration. 2 Institutes.

The total amount expended for evening classes was $2,226.00.

For details see tables.

TABLE A.—Receipts, Expenditure, Assets and Liabilities of

INSTITUTES.	Receipts during the year.								Rent Light and Heating.	Salaries.
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other sources.	Total.		
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Aberarder	.....	135 00	.....	.....	.....	19 00	26 38	180 38	.....	.....
2 Ailsa Craig	41 49	66 00	180 00	.....	.....	.....	11 85	299 34	.....	102 50
3 Alliston	32 24	41 30	98 50	15 00	.....	.....	.....	187 04	30 00	.....
4 Almonte	26 10	107 50	210 50	50 00	.....	.....	10 10	404 20	94 59	65 59
5 Alton	3 72	44 35	175 00	.....	.....	87 55	14 00	324 62	10 50	.....
6 Alvinston	8 26	60 65	150 00	.....	37 00	... .	4 85	260 76	79 02	11 00
7 Arkona	11 52	50 50	187 40	.....	.....	.....	30 19	279 61	47 80	46 00
8 Arnprior	.....	69 75	175 75	.....	.....	.....	66 43	311 93	89 97	46 00
9 Arthur	65 15	38 75	322 30	.....	.....	.... .	59	426 70	56 13	28 00
10 Athens	42 55	46 50	193 80	.....	.....	.....	.....	282 85	.....	.....
11 Aurora	1 04	247 15	163 00	.....	.....	23 35	140 63	575 17	28 61	.....
12 Aylmer	79 59	116 00	167 25	50 00	.....	.....	158 65	571 49	128 98	90 00
13 Ayr	87 54	98 00	200 00	.....	.. ..	.....	.....	385 54	52 53	.....
14 Baden	.....	135 00	.....	.....	.....	... ..	142 14	277 14	23 35	13 50
15 Barrie	42 14	210 25	283 00	100 00	34 50	... .	81 60	751 49	163 62	137 50
16 Beamsville	77	57 00	238 00	30 00	.. . .	20 80	10 72	357 29	52 84	50 00
17 Beaverton	.....	105 75	.....	.....	.....	22 10	201 40	329 25	34 08	12 50
18 Beeton	6 16	63 50	134 50	25 00	.....	3 00	1 64	233 80	4 50	27 00
19 Belfountain	6 59	30 90	101 00	.....	.....	.....	8 30	146 79	5 00	6 00
20 Belleville	98 21	355 45	330 00	.....	63 00	.....	464 52	1311 18	274 15	293 00
21 Belmont	19 13	37 75	197 80	.....	.....	... ..	.....	254 68	.....	20 00
22 Blenheim	12 85	73 00	205 00	65 00	.... .	.....	1 50	357 35	.....	75 00
23 Blyth	99	25 00	166 00	.....	.....	.....	.....	191 99	50 00	.....
24 Bobcaygeon	9 91	55 00	218 00	50 00	.....	34 70	11 25	378 86	41 85	48 50
25 Bolton	9 28	58 50	197 65	....	.....	.....	61 10	326 53	.....	50 00
26 Bowmanville	38 30	327 25	185 00	100 00	.....	175 50	6 65	832 70	160 00	117 50
27 Bracebridge	91 36	61 35	78 70	....	.....	.....	39 28	270 69	57 55	54 00
28 Bradford	82 03	52 50	52 25	.....	.....	.....	.....	186 78	.....	5 00
29 Brampton	1 92	125 00	289 00	100 00	.....	96 32	43 21	655 45	159 83	139 00
30 Brighton	104 95	63 75	150 00	.....	.....	.....	66 85	385 55	69 30	72 50
31 Brockville	.....	701 00	350 00	360 00	... ..	161 00	472 00	1984 00	350 00	275 00
32 Brussels	80 40	33 15	108 00	.....	.....	.....	40 00	261 55	36 75	20 00
33 Burk's Falls	.....	52 00	.....	.....	.....	.....	49 95	101 95	.....	.....
34 Caledon	77 27	25 00	25 00	.....	9 54	.....	.....	136 81	.....	20 00
35 Caledonia	42 18	64 50	175 00	.....	.....	....	.....	281 68	8 83	.....
36 Camden, East	.....	29 50	.....	.....	.....	.....	50 00	79 50	.....	.....
37 Campbellford	5	109 00	148 00	.....	.....	102 80	15 65	375 50	99 16	87 50
38 Cannington	42 01	119 50	122 00	50 00	.....	79 20	171 32	584 03	72 38	42 00
39 Cardinal	.....	60 50	... ..	.....	.....	.....	233 80	294 30	5 00	7 00
40 Carleton Place	3 13	171 80	200 00	75 00	118 00	50 34	131 35	749 62	102 71	120 00
41 Chapleau	27 51	196 50	246 50	.....	.....	157 75	689 99	1318 25	.....	180 00
42 Chatham	.....	203 25	120 00	.....	.....	.....	176 75	500 00	59 04	179 50
43 Chatsworth	29 98	67 00	80 00	.....	6 00	6 11	125 00	314 09	.....	.....
44 Cheltenham	3 88	33 75	175 00	.....	.....	.....	... .	212 63	12 52	.....
45 Claude	146 75	25 50	.....	.....	.....	....	.....	172 25	.....	.....
46 Clifford	4 47	26 00	157 00	.....	.....	.....	5	187 52	.....	24 00
47 Clinton	.....	62 00	237 70	100 00	.....	116 80	122 90	639 40	27 58	150 00
48 Cobourg	8 67	87 25	98 00	.....	.....	.. ...	113 00	306 92	50 67	.....
49 Colborne	59 41	47 50	107 60	.....	.....	.....	.....	214 51	27 85	8 00
50 Collingwood	.....	141 00	275 30	75 00	.....	.....	654 57	1145 87	102 20	115 81
51 Cornwall	.....	77 00	.....	.....	.....	.....	233 80	310 80	.....	.....
52 Deseronto	27 70	182 60	75 50	.....	.....	.....	67 74	353 54	134 64	75 00
53 Drayton	17 09	19 50	78 25	.....	.....	.....	.....	114 84	69 26	5 00
54 Dresden	75	42 75	75 00	75 00	.....	.....	.....	193 50	56 50	50 00

Mechanics' Institutes for the year ending 30th April, 1890.

	Expenditure during the year.									Assets and Liabilities.	
	Books (not fiction.)	Books (fiction).	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	125 49	24 53	.....	.....	.....	.....	24 83	5 53	180 38	200 55	25 00
2	47 15	11 05	.....	50 00	.....	.....	28 53	60 11	299 34	1750 11	.....
3	121 33	29 50	.....	.....	.....	.....	6 11	10	187 04	249 13	.....
4	86 64	21 02	9 25	71 69	.....	.....	27 05	28 46	404 20	1134 20	.....
5	114 30	78 81	15 00	.....	.....	9 97	70	95 34	324 62	1940 82	.....
6	1 59	72	.....	2 30	25 00	.....	127 00	14 13	260 76	229 22	.....
7	40 00	30 00	4 00	48 73	.....	.....	60 70	2 38	279 61	1002 38	.....
8	85 23	12 60	.....	31 75	.....	.....	46 38	.....	311 93	911 00	45 52
9	116 39	31 53	56 03	40 00	.....	.....	17 40	81 22	426 70	1262 74	.....
10	133 91	21 60	.....	.....	.....	.....	106 33	21 01	282 85	499 56	34 00
11	130 68	19 31	.....	22 82	.....	166 86	206 89	.....	575 17	3829 00	1041 03
12	89 44	32 55	31 08	51 20	30 00	.....	106 68	11 56	571 49	3233 07	100 00
13	100 00	34 50	.....	63 70	.....	.....	55 21	79 60	385 54	1617 60	.....
14	122 66	24 93	.....	44 75	.....	.....	47 95	.....	277 14	652 59	150 00
15	110 44	19 50	40 85	88 05	58 00	.....	67 23	66 30	751 49	3696 30	75 00
16	126 12	31 30	.....	42 00	.....	.....	14 20	40 83	357 29	555 83	.....
17	102 39	28 46	.....	68 40	.....	.....	49 17	34 25	329 25	218 35	42 73
18	123 22	20 25	.....	.....	.....	.....	46 51	12 32	233 80	537 44	.....
19	98 50	14 24	.....	.....	.....	.....	15 58	7 47	146 79	294 47	.....
20	114 00	31 55	25 08	154 10	116 00	.....	295 71	7 59	1311 18	4232 59	314 00
21	38 92	16 66	.....	.....	68 00	.....	2 95	108 15	254 68	426 13	17 00
22	122 75	29 09	.....	29 08	30 00	.....	33 06	38 37	357 35	450 37	.....
23	42 38	.....	.....	.....	.....	.....	3 60	96 01	191 99	1121 01	.....
24	121 48	29 23	.....	17 05	20 28	3 20	22 82	71 45	378 86	501 07	50 00
25	105 99	21 42	.....	78 25	.....	.....	51 34	19 53	326 53	529 53	60 00
26	123 26	26 59	.....	69 50	.....	146 35	81 78	107 72	832 70	2151 34	.....
27	71 67	20 55	.....	51 58	.....	.....	15 34	.....	270 69	1402 00	34 28
28	45 00	18 36	.....	.....	8 50	.....	3 85	106 07	186 78	1106 07	74 50
29	121 00	32 00	.....	75 00	35 00	48 00	18 68	26 94	655 45	1210 46	20 00
30	38 15	12 40	.....	53 10	.....	.....	21 60	118 50	385 55	868 50	.....
31	340 63	341 11	141 50	169 99	60 00	.....	305 77	.....	1984 00	2673 00	335 00
32	98 14	22 00	.....	.....	.....	.....	50 11	34 55	261 55	1554 45	12 00
33	77 94	18 39	.....	.....	.....	.....	5 62	.....	101 95	96 33	.....
34	55 12	15 87	.....	.....	39 48	.....	6 16	18	136 81	812 61	.....
35	140 00	35 00	.....	.....	30 00	.....	10 50	57 35	281 68	902 35	.....
36	44 68	5 74	.....	.....	.....	.....	7 20	21 88	79 50	79 50	.....
37	8 00	64 17	.....	59 89	.....	37 00	11 50	8 28	375 50	978 28	11 50
38	88 75	21 00	.....	59 80	.....	10 35	289 33	42	584 03	550 42	50 00
39	58 99	73 19	.....	38 80	.....	.....	32 99	78 33	294 30	252 99	10 00
40	83 61	20 69	.....	82 72	128 00	29 05	168 08	14 76	749 62	864 76	.....
41	43 00	75 47	17 30	43 67	.....	.....	736 46	222 35	1318 25	826 35	10 00
42	116 20	30 00	.....	32 01	.....	.....	71 17	11 08	500 00	2279 08	623 76
43	62 43	15 62	.....	.....	6 00	.....	227 97	2 07	314 09	240 66	71 98
44	148 76	37 71	50	.....	.....	.....	10 51	2 63	212 63	1067 83	.....
45	40 26	7 99	.....	.....	.....	.....	6 45	117 55	172 25	1432 55	.....
46	86 13	13 62	.....	.....	.....	.....	10 87	52 90	187 52	544 17	.....
47	131 65	18 95	.....	60 38	.....	81 80	152 50	16 54	639 40	3083 03	125 00
48	92 39	27 77	.....	106 55	.....	.....	24 35	5 19	306 92	985 35	101 00
49	53 66	25 68	.....	23 50	.....	.....	12 84	62 98	214 51	847 57	.....
50	87 37	119 87	23 40	73 97	11 00	.....	283 95	328 30	1145 87	3002 69	147 56
51	122 30	33 00	.....	50 00	.....	.....	50 00	55 50	310 80	260 80	.....
52	30 09	19 00	.....	51 65	.....	2 75	38 30	2 11	353 54	652 11	.....
53	.....	.....	.....	21 90	.....	.....	13 03	5 65	114 84	1166 65	.....
54	39 61	.....	7 70	17 50	.....	.....	21 44	75	193 50	324 11	36 00

TABLE A.—Receipts and Expenditure, Assets

INSTITUTES.	Receipts during the year.								Rent, Light and Heating.
	Balance on hand	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other sources.	Total.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
55 Duart	6 04	26 50	72 00	25 00	.....	3 15	14 50	147 19	75
56 Dufferin	4 84	23 50	83 00	.....	.....	.....	35	111 69	.....
57 Dundalk	.....	52 00	.....	50 00	.....	.....	102 50	204 50	.....
58 Dundas	9 74	326 38	223 00	100 00	25 00	55 62	59 10	798 84	237 77
59 Dunnville	18 30	53 75	.....	25 00	.....	.....	1 79	98 84	34 00
60 Durham	28 34	90 50	200 00	.....	.....	9 90	13 68	342 41	7 74
61 Elmira	11 08	51 76	232 50	.....	15 00	.....	2 33	312 67	32 23
62 Elora	11 73	119 61	250 00	.....	48 00	37 00	30 00	496 34	75 00
63 Embro	81	101 50	250 00	25 00	.....	20 84	.....	398 15	84 55
64 Ennotville	31 03	25 50	150 00	.....	.....	.....	11 17	217 70	2 40
65 Essex	4 03	56 05	181 00	100 00	.....	.....	.....	341 08	102 57
66 Exeter	38 06	93 60	158 00	25 00	.....	.....	.....	314 66	3 00
67 Fenelon Falls	46 81	73 50	150 00	85 00	.....	22 45	22 30	400 06	108 98
68 Fergus	2 76	92 25	268 00	100 00	.....	.....	31 90	494 91	23 87
69 Fonthill	141 00	56 00	.....	.....	.....	25 25	17 50	239 75	.....
70 Forest	58 67	62 38	56 50	.....	.....	.....	.....	177 55	100 00
71 Forks of the Credit	7 05	32 00	73 00	.....	.....	.....	.....	112 05	1 90
72 Galt	53 25	282 80	250 00	.....	.....	32 75	.....	618 80	33 00
73 Garden Island	.....	75 00	250 00	294 42	.....	.....	220 21	839 63	155 28
74 Georgetown	12 01	41 50	128 36	40 00	.....	.....	.....	221 87	80 00
75 Glencoe	6 19	70 00	171 00	.....	.....	100 08	43 62	390 89	93 05
76 Glenmorris	8 07	27 50	157 00	.....	.....	.....	82 10	274 67	82 96
77 Goderich	.....	134 50	280 00	100 00	25 50	.....	88 88	628 88	98 05
78 Grand Valley	44	43 05	164 00	.....	.....	.....	27 70	235 19	21 55
79 Gravenhurst	.....	26 50	143 00	.....	16 50	53 80	120 40	360 20	78 55
80 Grimsby	64 39	87 50	250 00	20 00	.....	.....	15 00	436 89	30 21
81 Harriston	15 88	63 25	209 60	.....	8 25	.....	96 05	393 03	84 00
82 Hespeler	19 24	50 00	172 00	100 00	4 20	.....	31 76	377 20	72 00
83 Highgate	105 43	11 00	95 50	.....	.....	.....	25 00	236 93	.....
84 Highland Creek	2 63	55 00	.....	25 00	.....	.....	29 30	111 93	.....
85 Holyrood	50	64 00	183 60	.....	.....	35 00	.....	283 10	10 00
86 Huntsville	12 24	29 00	86 60	.....	18 00	.....	1 00	146 84	14 30
87 Ingersoll	63 54	339 55	42 00	200 00	.....	132 28	.....	777 37	108 16
88 Iroquois	35 92	120 85	.....	.....	.....	.....	.....	156 77	.....
89 Islington	.....	54 00	.....	.....	.....	.....	.....	54 00	.....
90 Jarvis	.....	156 00	74 50	.....	.....	.....	1 70	232 20	.....
91 Kincardine	12 14	118 25	250 00	150 00	.....	.....	7 45	537 84	86 65
92 Kingston	1 13	465 75	350 00	52 50	132 00	.....	194 50	1195 88	307 10
93 Lake Charles	.....	25 00	.....	.....	.....	.....	.....	25 00	.....
94 Lancaster	22 33	25 00	37 00	6 00	.....	4 78	.....	95 11	13 04
95 Leamington	.....	93 50	100 00	50 00	.....	.....	.....	243 50	66 00
96 Lindsay	12 73	135 50	250 00	150 00	.....	114 45	315 22	977 90	202 12
97 Lion's Head	24 35	26 75	57 00	.....	.....	3 00	15 65	126 75	11 00
98 Listowel	.....	199 75	.....	50 00	.....	20 90	147 10	417 75	76 25
99 London	.....	339 00	250 00	.....	.....	.....	1775 25	2364 25	128 68
100 L'Orignal	2 18	29 00	36 00	.....	.....	14 55	19 65	101 38	8 00
101 Lucan	33 25	28 00	143 00	.....	.....	.....	.....	204 25	.....
102 Lucknow	104 58	102 50	60 50	50 00	.....	16 45	44 48	378 51	83 73
103 Manotick	.....	51 00	.....	.....	.....	.....	.....	51 00	.....

and Liabilities, etc.—*Continued.*

	Expenditure during the year.										Assets and Liabilities.	
	Salaries.	Books (not fiction).	Books (fiction).	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
55	3 10	85 61	20 03	.....	.....	26 00	.....	11 26	44	147 19	147 39	13 00
56	.....	60 28	14 72	.....	.....	.....	.....	21 19	15 50	111 69	202 25	.....
57	.....	143 65	24 88	.....	.....	.....	.....	14 35	21 62	204 50	190 15	50 00
58	150 00	41 87	9 87	.....	79 00	65 50	.....	212 62	2 21	798 84	9408 81	111 50
59	39 00	19 84	.....	.....	.....	.....	.....	6 00	.....	98 84	1284 84	.....
60	50 00	147 93	40 00	.....	6 50	46 00	.....	18 13	26 12	342 42	3392 55	.....
61	32 00	84 84	58 33	6 61	26 46	.....	.....	46 29	25 91	312 67	423 67	.....
62	90 00	122 59	22 95	16 45	69 47	56 85	.....	41 83	1 20	496 34	7341 20	30 00
63	40 00	104 63	33 69	.....	60 10	18 00	.....	43 33	13 85	398 15	2171 79	.....
64	35 00	99 96	25 08	.....	.....	.....	.....	19 79	35 47	217 70	2095 47	.....
65	28 00	108 71	20 15	.....	51 45	.....	.....	20 74	9 46	341 08	715 14	7 00
66	55 00	79 58	37 70	12 10	63 44	.....	.....	15 78	48 06	314 66	2211 06	.....
67	15 00	38 30	27 55	.....	62 91	.....	.....	35 19	112 13	400 06	2250 37	.....
68	79 90	104 98	28 32	39 07	86 20	.....	.....	84 85	47 72	494 91	4197 72	.....
69	.....	120 90	29 82	.....	43 40	.....	.....	29 46	16 17	239 75	630 34	35 82
70	.....	.....	.....	.....	.....	.....	.....	16 70	60 85	177 55	1253 92	.....
71	.....	64 99	10 77	.....	.....	.....	.....	20 43	13 96	112 05	220 96	.....
72	210 00	120 88	29 34	19 10	121 05	.....	.....	46 60	38 83	618 80	6392 33	.....
73	60 00	235 73	64 39	.....	130 38	.....	.....	76 36	117 49	839 63	2567 49	.....
74	40 00	24 71	8 56	.....	29 75	.....	.....	35 50	3 35	221 87	1153 35	.....
75	55 00	94 81	11 47	.....	53 82	.....	54 10	26 11	2 53	390 89	977 53	.....
76	15 00	80 25	19 75	3 90	38 50	.....	.....	29 75	4 56	274 67	444 56	30 00
77	170 00	125 64	25 00	.....	100 07	42 50	.....	47 49	20 13	628 88	2484 28	20 00
78	.....	115 50	21 00	.....	35 75	32 27	.....	3 77	5 35	235 19	417 15	.....
79	28 00	37 72	45 95	.....	28 55	30 00	.....	70 25	41 18	360 20	331 18	.....
80	70 00	150 28	41 87	.....	54 40	.....	.....	11 10	79 03	436 89	4159 03	.....
81	53 00	71 38	17 72	.....	49 70	.....	.....	76 36	40 87	393 03	1285 49	147 00
82	75 00	96 66	44 60	.....	34 24	.....	.....	33 08	21 62	377 20	1396 62	.. ....
83	.....	56 83	53 04	.....	.....	.....	.....	4 00	123 06	236 93	391 50	.....
84	.....	84 32	20 13	.....	.....	.....	.....	4 85	2 63	111 93	107 08	.....
85	9 40	86 73	20 87	... ..	.....	50 00	21 00	64 24	20 86	283 10	457 94	.....
86	.....	54 05	23 48	.....	.....	40 20	.....	10 20	4 61	146 84	167 50	.....
87	141 33	85 32	74 64	... ..	63 44	.....	.....	275 69	28 79	777 37	2688 41	.....
88	.....	.....	.....	.....	75 64	.....	.....	27 09	54 04	156 77	378 80	.....
89	.....	46 00	8 00	... ..	.....	.....	.....	.....	.....	54 00	54 00	.....
90	.....	155 32	50 31	.....	.....	.....	.....	18 55	8 02	232 20	219 15	.....
91	137 00	110 03	28 65	29 97	83 29	.....	.....	23 58	38 67	537 84	2435 92	257 00
92	397 57	160 00	15 98	1 25	66 08	157 00	.....	89 25	1 65	1195 88	3596 65	1 75
93	.....	22 80	2 20	.....	.....	.....	.....	.....	.....	25 00	25 00	.....
94	20 20	6 70	3 00	.....	12 25	.....	.....	18 85	21 07	95 11	596 07	.....
95	20 00	86 00	20 00	.....	50 00	.....	.....	1 00	50	243 50	.....	.....
96	100 08	40 32	9 35	67 40	145 95	.....	97 98	314 70	.....	977 90	2190 00	300 00
97	.....	92 10	23 65	. ..	.....	.....	.....	.....	.....	126 75	163 00	15 65
98	.....	125 15	30 00	.....	18 92	.....	.....	132 28	35 15	417 75	594 15	150 00
99	376 98	131 95	30 00	.....	161 15	.....	.....	1520 25	15 24	2364 25	28515 24	18000 00
100	22 50	.....	.....	.....	18 40	.....	.....	47 75	4 73	101 38	428 88	51 29
101	15 00	77 07	55 89	.....	.....	.....	.....	9 90	46 39	204 25	1097 50	.....
102	50 00	115 00	35 00	.....	56 40	.....	.....	38 38	.....	378 51	504 19	.....
103	.....	31 54	12 96	.. ...	.. ..	.....	.....	6 32	18	51 00	46 68	1 60

TABLE A.—Receipts and Expenditure, Assets

INSTITUTES.	Receipts during the year.								Rent, Light and Heating.
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other sources.	Total.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
104 Markdale	4 00	40 00	128 00					172 00	
105 Markham	8 11	25 50	26 25			64 35		124 21	53 33
106 Meaford	61 23	66 80	194 67					322 70	65 00
107 Merrickville	1 45	38 50	150 00					189 95	
108 Merritton	4 07	7 50					6 45	18 02	4 40
109 Midland	52 57	100 65	243 00				166 91	563 13	80 65
110 Milton	130 61	116 60	287 00				64 72	598 93	
111 Mitchell		93 33	186 50	100 00			2 41	382 24	72 80
112 Mono Road	9 00	26 00	140 00					175 00	
113 Morrisburg	10 01	125 25	175 00	75 00			28 50	413 76	91 78
114 Mount Forest	31 82	62 65	327 00				1 50	422 97	50 00
115 Napanee	150 71	193 00	250 00				5 15	598 86	84 67
116 Newburg	4 78	83 43	288 00			18 90	11 49	406 60	68 34
117 New Hamburg	8 25	32 50	120 00	50 00				210 75	45 83
118 Newmarket	5 44	52 00	70 00			52 55	8 65	188 64	50 40
119 Niagara	33 29	37 07	96 56	75 00				241 92	17 67
120 Niagara Falls	98 19	46 25	248 65	300 00			10 75	703 84	130 80
121 Niagara Falls, S.	14 00	39 00						53 00	
122 Norwich	26 44	105 85	200 00				16 07	348 36	25 00
123 Norwood	7 69	12 25	162 00				2 64	184 58	83 00
124 Oakville	14 56	28 04	175 00					217 60	5 20
125 Orangeville	110 84	100 00	200 00	50 00			54 70	515 54	150 00
126 Orillia	406 10	152 50	209 00	100 00			19 32	886 92	147 38
127 Orono		27 00	25 00					52 00	
128 Oshawa	21	183 45	228 00			116 50	129 50	657 66	184 92
129 Owen Sound	16 25	213 00	441 00		27 00	99 72	38 34	835 31	
130 Oxford Mills		67 00	24 00			22 62	95	114 57	17 57
131 Paisley	25 93	25 25	172 00				2 95	226 13	
132 Palmerston	9 00	26 25		25 00				60 25	12 30
133 Paris		271 15	340 00	150 00			73 97	835 12	88 29
134 Parry Sound	49 00	27 00	124 00	50 00		16 00	105 60	371 60	123 50
135 Penetanguishene	18 54	88 10	330 00	50 00			205 50	692 14	55 00
136 Perth	2 94	170 00	329 00	100 00			3 86	605 80	160 05
137 Peterborough	64 52	320 30	302 00		8 50		27 50	722 82	173 85
138 Point Edward	19 05	85 50	163 60				35 55	303 70	35 16
139 Port Arthur		217 00				125 35	185 41	527 76	73 04
140 Port Carling	47 49	13 50	104 00					164 99	
141 Port Colborne	66 00	25 25					2 08	93 33	
142 Port Elgin	2 26	32 50	114 50			30 24		179 50	25 00
143 Port Hope		272 00	212 50				197 35	681 85	84 62
144 Prescott	8 80	115 00	200 00				41 82	365 62	
145 Preston	1 05	85 00	324 00	200 00			5 80	615 85	60 00
146 Renfrew	69 85	73 25	87 00	25 00				255 10	25 00
147 Richmond Hill		56 75	73 50				16 40	146 65	12 66
148 Ridgetown	55 34	188 00	277 75	100 00			31 41	652 50	88 75
149 Ripley		31 50	155 00				5 00	191 50	
150 Russell	3 44	58 75	75 00			133 36		270 55	14 09
151 Sault Ste. Marie		177 50		150 00		18 52	20 00	366 02	1 75
152 Scarborough	36 41	63 50	175 00				2 00	276 91	1 00
153 Seaforth	155 25	341 00	250 00	100 00		227 40	45 80	1119 45	89 07
154 Shelburne	4 59	56 00	197 30				25 00	282 89	45 00
155 Smith's Falls		202 50	249 00	100 00		2 55	14 05	568 10	185 97

and Liabilities, etc.—*Continued.*

	Expenditure during the year.										Assets and Liabilities.	
	Salaries.	Books (not fiction).	Books (fiction).	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
104	.....	60 77	20 15	.....	52 73	.....	.....	26 75	11 60	172 00	324 92	20 00
105	.....	12 44	15 36	.....	.....	.....	31 50	6 45	5 13	124 21	1148 13	10 75
106	.....	102 78	31 76	.....	12 00	.....	.....	17 00	94 16	322 70	1934 16	.....
107	.....	123 53	62 00	.....	.....	.....	.....	4 30	12	189 95	1000 12	.....
108	10 60	.....	.....	.....	.....	.....	.....	.....	3 62	18 02	394 43	.....
109	96 00	106 18	31 78	.....	57 28	.....	.....	169 43	21 81	563 13	825 81	207 25
110	40 00	121 94	15 97	1 50	121 85	79 55	.....	19 26	198 86	598 93	5478 86	.....
111	106 00	80 25	20 73	.....	64 99	.....	.....	36 22	1 25	382 24	3285 25	8 96
112	15 00	118 37	13 90	.....	.....	.....	.....	14 85	12 88	175 00	667 88	.....
113	83 00	95 70	21 50	.....	24 36	.....	.....	90 45	6 97	413 76	356 97	30 90
114	20 00	116 81	77 95	.....	63 82	.....	.....	52 03	42 36	422 97	1595 36	.....
115	82 50	121 13	30 00	.....	50 00	.....	.....	57 34	173 22	598 86	1273 22	50 00
116	68 81	120 53	29 66	.....	51 00	45 00	.....	23 23	03	406 60	440 82	56 50
117	3 05	71 58	30 00	1 28	1 75	.....	.....	16 30	40 96	210 75	685 08	.....
118	.....	33 97	14 52	.....	.....	60 00	.....	16 90	12 85	188 64	712 85	153 53
119	40 00	71 23	15 00	.....	85 19	.....	.....	2 95	9 88	241 92	2709 88	.....
120	128 00	134 07	59 90	.....	53 23	.....	.....	52 93	144 91	703 84	4574 91	.....
121	7 50	25 94	6 90	.....	.....	.....	.....	3 60	9 06	53 00	449 84	.....
122	55 00	89 89	73 57	.....	46 25	.....	.....	13 94	44 71	348 36	2182 01	1 00
123	.....	1 75	.....	.....	13 30	.....	.....	26 33	60 20	184 58	1105 20	.....
124	25 00	134 33	30 00	.....	.....	.....	.....	18 94	4 13	217 60	1629 13	.....
125	.....	124 75	38 86	.....	43 10	.....	.....	35 99	122 84	515 54	1722 84	.....
126	135 42	120 43	68 00	.....	69 70	.....	.....	46 20	299 79	886 92	2694 79	.....
127	.....	26 09	2 00	.....	6 70	.....	.....	13 26	3 95	52 00	68 97	.....
128	40 00	126 45	29 17	5 00	118 90	.....	72 85	76 42	3 95	657 66	523 95	90 00
129	142 00	233 44	72 00	.....	106 06	172 00	.....	23 14	86 67	835 31	4146 67	128 00
130	2 15	37 11	12 00	.....	24 50	.....	7 68	11 98	1 58	114 57	60 58	21 00
131	29 50	135 44	21 50	.....	.....	.....	.....	20 60	19 09	226 13	1768 09	.....
132	.....	31 40	8 60	.....	.....	.....	.....	7 47	48	60 25	210 23	2 50
133	170 00	185 58	46 29	.....	169 92	53 05	.....	121 99	.....	835 12	9800 00	24 02
134	90 00	73 60	14 70	.....	69 80	.....	.....	.....	.....	371 60	147 16	46 00
135	120 00	131 35	40 00	.....	90 24	.....	.....	210 74	44 81	692 14	1147 93	354 33
136	114 25	120 51	54 17	.....	52 18	79 00	.....	25 50	14	605 80	1850 14	.....
137	117 60	204 85	28 73	18 85	109 60	51 50	.....	14 24	4 20	722 82	6963 00	126 00
138	60 00	54 90	36 05	.....	33 70	.....	.....	15 25	68 64	303 70	2509 59	.....
139	36 66	97 61	95 52	.....	69 60	.....	81 55	63 87	9 91	527 76	753 28	172 91
140	.....	.....	8 90	.....	2 00	.....	.....	.....	154 09	164 99	296 09	.....
141	10 00	43 26	13 00	.....	3 75	.....	.....	4 54	18 78	93 33	935 04	.....
142	.....	47 80	11 35	.....	20 50	.....	32 50	16 35	26 00	179 50	826 00	35 25
143	168 00	120 39	66 65	.....	119 22	.....	.....	172 55	10 42	681 85	2625 94	100 00
144	59 50	236 36	38 70	.....	.....	.....	.....	20 85	10 21	365 62	3163 73	40 00
145	75 00	178 84	32 56	16 85	103 94	.....	.....	118 46	30 20	615 85	5840 23	.....
146	18 00	61 33	3 00	44 75	.....	.....	.....	25 70	77 32	255 10	2736 31	.....
147	24 00	.....	.....	33 90	30 77	.....	.....	31 90	13 42	146 65	1400 00	.....
148	90 00	123 43	42 46	92 52	79 75	.....	.....	49 25	86 34	652 50	3556 34	.....
149	10 00	109 77	16 94	.....	28 25	.....	.....	12 12	14 42	191 50	349 13	.....
150	37 10	38 04	11 45	.....	56 95	.....	62 06	4 06	46 80	270 55	193 14	.....
151	.....	136 07	24 40	.....	49 50	.....	6 50	77 70	70 10	366 02	266 47	.....
152	1 00	159 59	57 93	21 00	.....	.....	.....	1 50	35 79	276 91	1865 79	.....
153	350 00	125 06	24 99	.....	84 60	.....	184 03	181 60	80 10	1119 45	4440 10	500 00
154	25 00	63 19	15 18	.....	31 94	.....	.....	1 75	100 83	282 89	670 35	188 92
155	126 00	17 00	22 00	37 10	94 95	50 25	.....	34 83	.....	568 10	2175 00	12 05

TABLE A.—Receipts and Expenditure, Assets

INSTITUTES.	Receipts during the year.								Rent, Light and Heating.	Salaries.
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other sources.	Total.		
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
156 Southampton	79 35	54 00	175 00	20 00	.....	.....	1 62	329 97	.....	.....
157 Stayner	45 01	68 30	81 00	.....	.....	.....	13 84	208 15	31 16	24 15
158 Stouffville	44 00	99 15	250 00	.....	.....	.....	56 45	449 60	70 00	110 00
159 Stratford	15 99	86 25	200 00	150 00	.....	.....	.....	452 24	58 26	66 77
160 Strathroy	13 35	183 20	250 00	100 00	.....	24 25	45 24	616 04	87 08	100 00
161 Streetsville	1 03	51 00	168 30	.....	.....	.....	6 15	226 48	40 00	50 00
162 St. George	.....	57 48	255 50	.....	.....	143 81	100 00	556 79	92 50	75 00
163 St. Helens	.....	53 50	.....	15 00	.....	31 91	40 08	140 49	11 03	.....
164 St. Mary's	7 13	132 00	314 00	150 00	30 00	.....	32 93	666 06	155 00	145 00
165 Tara	.....	52 00	.....	.....	.....	.....	102 63	154 63	.....	.....
166 Tavistock	12 18	76 50	166 00	40 00	51 00	23 32	10 14	379 14	26 53	57 00
167 Teeswater	78 65	48 75	155 00	.....	.....	5 00	9 55	296 95	18 70	40 00
168 Thamesford	83	25 00	101 00	.....	.....	5 00	.....	131 83	.....	.....
169 Thamesville	84	283 00	304 00	50 00	107 20	217 51	55 14	1017 69	163 00	150 00
170 Thorold	34 94	98 00	226 30	50 00	.....	7 73	10 15	427 12	51 02	85 00
171 Tilsonburg	.....	83 00	141 45	24 00	.....	.....	14 77	263 22	37 29	72 00
172 Tottenham	.....	60 00	.....	.....	.....	.....	206 27	266 27	.....	.....
173 Trenton	61 49	151 25	116 00	.....	.....	.....	25 00	353 74	75 75	120 00
174 Uxbridge	.....	143 40	250 00	500 00	.....	103 62	250 00	1247 02	684 28	.....
175 Vandorf	10 70	31 82	91 00	.....	.....	13 80	05	147 37	.....	10 00
176 Victoria	1 00	25 00	105 00	.....	.....	9 76	.....	140 76	2 90	.....
177 Wardsville	7 98	8 00	.....	.....	.....	.....	4 75	20 73	.....	20 00
178 Waterdown	69 33	25 00	.....	.....	.....	.....	.....	94 33	.....	.....
179 Waterford	4 44	.....	.....	.....	.....	.....	15 56	20 00	20 00	.....
180 Watford	.....	63 63	.....	25 00	4 50	14 15	.....	107 28	13 00	23 41
181 Welland	40 03	58 25	242 60	100 00	.....	.....	34 98	475 86	121 63	62 00
182 Westford	.....	26 00	.....	.....	.....	6 25	90	33 15	.....	.....
183 Weston	8 84	51 00	224 00	100 00	.....	.....	30	384 14	92 00	62 00
184 West Toronto Junction	300 70	73 05	147 55	350 00	41 50	.....	.....	912 80	.....	160 00
185 Whitby	27 97	71 50	170 00	.....	.....	.....	50	269 97	29 85	52 00
186 Wiarton	.....	107 25	102 50	.....	18 00	.....	141 83	369 58	10 00	26 00
187 Williamstown	5 73	36 00	56 90	50 00	.....	.....	20 07	168 70	57 75	11 25
188 Windermere	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
189 Wingham	97 09	105 60	250 00	100 00	.....	.....	.....	552 69	94 55	103 50
190 Woodbridge	66 35	31 00	136 00	.....	11 00	.....	35 00	279 35	7 72	10 00
191 Woodstock	129 75	338 37	167 00	100 00	.....	.....	.....	735 12	194 60	144 00
192 Wroxeter	39 44	42 00	129 00	.....	....	.....	4 00	214 44	20 00	.....
193 Wyoming	41 59	27 25	200 00	.....	....	.....	.....	268 84	.....	48 00
Totals	5622 56	18266 90	28465 79	6806 92	859 19	3392 74	11413 75	74827 85	10739 17	10149 39

and Liabilities, etc.—*Concluded.*

	Expenditure during the year.									Assets and Liabilieies.	
	Books (not fiction).	Books (fiction).	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Other sources.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c	$ c.
156	138 76	25 90	.....	.....	.....	.....	32 23	133 08	329 97	862 74	.....
157	57 06	41 24	.....	14 20	.....	.....	40 34	.....	208 15	213 72	13 84
158	122 94	30 00	.....	55 13	.....	.....	22 71	38 82	449 60	2208 82	.....
159	105 46	75 26	70 05	57 22	.....	.....	12 65	6 57	452 24	3106 57	.....
160	252 48	66 02	.....	101 61	.....	.....	4 65	4 20	616 04	2124 20	.....
161	68 63	5 17	25 00	32 85	.....	.....	3 30	1 53	226 48	2100 53	.....
162	129 83	45 00	.....	21 85	.....	20 70	102 16	69 75	566 79	2972 20	.....
163	56 65	11 40	65	24 25	.....	1 50	23 44	11 57	140 49	96 15	25 00
164	123 20	30 80	.....	53 00	125 00	.....	34 06	.....	666 06	3595 00	.....
165	121 09	29 25	.....	.....	.....	.....	4 29	.....	154 63	150 34	2 63
166	123 81	31 52	5 10	45 05	60 00	.....	29 00	1 13	379 14	360 88	25 00
167	57 86	51 50	.....	21 00	.....	.....	55 03	52 86	296 95	1022 86	.....
168	58 53	28 69	.....	.....	.....	75	17 34	26 52	131 83	149 54	..
169	140 82	83 99	.....	79 05	107 20	.....	107 36	186 27	1017 69	920 65	.....
170	114 88	39 18	.....	44 15	.....	.....	50 24	42 65	427 12	2946 06	.....
171	40 91	31 83	5 85	51 65	.....	.....	23 69	.....	263 22	750 00	14 81
172	201 86	50 88	.....	.....	.....	.....	13 53	.....	266 27	262 74	216 27
173	34 29	19 48	.....	41 86	.....	.....	54 67	7 69	353 74	1207 69	25 00
174	148 32	11 76	.....	81 03	.....	34 27	286 48	88	1247 02	4869 88	350 00
175	91 69	22 60	.....	.....	.....	7 47	7 94	7 67	147 37	202 87	8 00
176	81 50	18 50	.....	.....	.....	.....	22 79	15 07	140 76	230 07	.....
177	.....	.....	.....	.....	.....	.....	25	48	20 73	1328 80	.....
178	42 37	9 00	3 60	15 04	6 00	.....	5 00	13 32	94 33	880 32	89 00
179	Destroyed by fire.			.....	.....	.....	.....	.....	20 00	.....	63 84
180	35 91	4 50	.....	.....	2 87	2 00	23 05	2 54	107 28	442 53	40 75
181	117 28	36 06	.....	46 83	.....	.....	35 10	56 96	475 86	3008 07	.....
182	29 21	3 63	.....	.....	.....	.....	.....	31	33 15	33 15	.....
183	110 31	22 95	27 10	49 05	.....	.....	15 25	5 48	384 14	995 48	13 00
184	174 68	41 96	.....	31 28	50 00	.....	146 08	308 80	912 80	908 80	147 90
185	75 52	37 30	.....	16 43	.....	.....	14 00	44 87	269 97	1669 87	15 00
186	197 52	53 85	.....	32 44	27 00	.....	22 77	.....	369 58	590 28	211 10
187	34 03	14 42	.....	35 40	.....	.....	15 39	46	168 70	492 65	65 07
188	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
189	121 68	29 97	.....	81 39	.....	.....	20 02	101 58	552 69	1106 58	.....
190	48 50	10 30	.....	25 06	68 00	.....	2 97	106 80	279 35	1266 80	271 75
191	92 40	38 92	15 80	178 47	.....	.....	39 05	31 88	735 12	3531 88	.....
192	150 91	26 78	.....	.....	.....	.....	9 32	7 43	214 44	1868 01	.....
193	118 40	28 05	.....	19 50	.....	.....	23 00	31 89	268 84	518 89	.....
	17545 36	5681 26	993 44	7645 70	2266 00	1253 77	11301 63	7252 13	74827 85	315172 70	26816 30

TABLE B.—Membership, Libraries and Reading Rooms in

INSTITUTES.	Number of Members.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.
1 Aberarder	53	24	63	29	167	.....	17	33	39	32	....	404
2 Ailsa Craig	66	198	282	150	523	78	53	150	206	138	27	1805
3 Alliston	67	31	98	36	34	.....	23	..	...	62	9	293
4 Almonte	130	111	255	255	127	87	30	135	126	117	44	1287
5 Alton	56	89	528	138	342	.....	43	.....	78	97	43	1358
6 Alvinston	105	26	51	44	73	18	7	14	20	31	.....	284
7 Arkona	102	32	316	52	185	25	31	77	95	75	35	923
8 Arnprior	104	60	281	98	233	17	104	27	92	51	50	1013
9 Arthur	55	117	657	135	378	48	52	138	143	173	24	1865
10 Athens	82	75	119	53	66	135	24	23	75	51	7	628
11 Aurora	269	69	311	108	69	169	32	142	119	128	27	1174
12 Aylmer	200	173	536	192	469	62	90	.....	249	134	120	2025
13 Ayr	100	398	539	376	654	50	92	163	300	264	126	2962
14 Baden	109	53	57	93	284	53	53	27	129	23	24	776
15 Barrie	225	393	1130	392	317	167	102	96	333	469	65	3464
16 Beamsville	106	29	165	55	57	.....	26	38	50	103	1	524
17 Beaverton	119	41	78	46	57	.....	....	15	40	35	1	313
18 Beeton	63	45	283	99	161	....	49	103	29	79	35	883
19 Belfountain	50	51	90	59	93	23	10	23	26	61	16	452
20 Belleville	242	107	1108	260	342	395	52	121	171	227	335	3118
21 Belmont	57	29	178	46	63	.....	6	15	33	24	....	394
22 Blenheim	107	56	208	95	128	50	15	16	58	84	7	717
23 Blyth	25	80	100	95	411	.....	22	59	73	70	27	937
24 Bobcaygeon	113	32	150	48	87	60	12	31	37	46	14	517
25 Bolton	117	78	345	113	92	.....	78	81	76	96	46	1005
26 Bowmanville	285	189	647	266	206	16	43	246	103	333	30	2079
27 Bracebridge	130	131	384	172	50	128	71	78	178	108	19	1319
28 Bradford	105	101	182	101	321	40	85	52	62	87	17	1048
29 Brampton	144	140	419	198	374	48	52	72	222	376	82	1983
30 Brighton	103	107	382	159	172	65	44	41	148	136	22	1276
31 Brockville	701	173	1062	260	379	527	99	45	155	136	96	2932
32 Brussels	71	271	216	157	281	75	45	98	221	160	32	1556
33 Burk's Falls	104	24	31	13	20	13	4	7	4	15	1	132
34 Caledon	50	72	230	87	203	3	24	33	60	41	20	773
35 Caledonia	83	62	467	81	390	166	20	56	72	76	5	1395
36 Camden East	59	7	13	3	10	15	....	.....	14	10	1	73
37 Campbellford	144	196	738	319	342	30	43	77	389	83	44	2261
38 Cannington	119	29	63	36	3	25	....	11	6	35	29	237
39 Cardinal	121	42	140	38	5	.....	5	.....	21	34	1	286
40 Carleton Place	216	63	322	58	67	42	33	46	122	110	.....	863
41 Chapleau	114	96	146	.....	11	.....	33	.....	27	.....	14	327
42 Chatham	122	285	450	263	.....	108	134	86	212	200	61	1799
43 Chatsworth	71	56	98	47	37	30	....	6	33	49	.....	356
44 Cheltenham	66	137	199	90	385	71	29	64	106	88	13	1182
45 Claude	52	97	229	114	348	61	29	33	116	87	18	1132
46 Clifford	52	69	153	108	91	22	52	44	74	51	13	677
47 Clinton	176	213	598	334	159	203	90	51	253	172	61	2134
48 Cobourg	106	97	72	176	100	96	31	133	213	62	.....	980
49 Colborne	50	96	907	138	339	52	89	.....	84	135	.....	1840
50 Collingwood	129	285	841	445	510	91	112	84	651	408	143	3570
51 Cornwall*	161	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....
52 Deseronto	177	18	196	71	92	.....	32	.....	19	25	32	485

*New Institute, see Table C.

Mechanics' Institutes for the year ending 30th April, 1890.

	Number of Volumes Issued.										Reading Room.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.	Number of Periodicals.	Number of Newspapers.
1	20	301	51	53	.....	24	92	51	223	.....	815	.....	.....
2	30	298	39	244	75	6	28	15	57	.....	792	6	12
3	74	430	80	24	.....	15	.....	.....	104	.....	727	.....	.....
4	166	1300	432	355	45	46	132	76	459	.....	3011	6	20
5	16	1480	62	242	.....	11	.....	22	62	8	1903	.....	.....
6	42	588	247	336	32	23	48	29	224	.....	1559	7	14
7	53	1088	112	115	19	34	26	44	130	2	1623	13	8
8	12	1013	30	388	334	25	7	19	74	.....	1902	7	13
9	45	752	64	285	23	44	106	98	378	16	1811	12	14
10	20	199	51	59	169	6	22	18	187	7	738	.....	.....
11	86	2122	370	289	559	20	736	390	857	6	5435	.....	.....
12	40	1730	50	225	100	35	.....	225	140	40	2585	16	5
13	248	3045	132	481	.....	52	130	109	395	8	4600	7	14
14	18	154	50	112	57	5	1	8	13	.....	418	5	10
15	265	3507	347	290	363	122	147	252	1532	.....	6825	21	12
16	14	776	37	51	.....	25	83	29	448	.....	1463	3	10
17	10	98	25	21	.....	.....	12	7	29	.....	202	13	23
18	25	652	112	95	.....	16	262	9	148	52	1371	.....	.....
19	51	394	48	197	19	11	44	29	167	6	966	.....	.....
20	215	3600	900	130	1425	225	610	630	600	320	8655	35	15
21	12	271	25	31	.....	2	.....	19	42	.....	402	.....	.....
22	27	643	146	287	48	5	20	128	152	115	1571	.....	.....
23	18	213	47	258	.....	16	23	27	66	.....	668	.....	.....
24	65	680	152	564	268	43	101	6	180	.....	2059	3	6
25	52	1507	165	711	.....	29	367	51	263	10	3155	10	15
26	60	2343	374	267	.....	37	516	29	469	.....	4095	38	29
27	77	1624	329	28	54	19	25	88	230	5	2479	7	8
28	28	172	52	212	21	41	20	26	47	11	630	.....	.....
29	56	1638	151	113	68	138	51	65	544	31	2855	16	9
30	28	646	42	34	45	8	11	21	119	.....	954	15	4
31	320	8954	630	2353	2480	320	198	563	677	.....	16495	18	24
32	51	836	20	69	2	16	29	34	162	.....	1219	.....	.....
33	40	242	13	33	22	5	8	3	37	4	407	.....	.....
34	79	1375	118	477	.....	32	17	96	102	.....	2296	.....	.....
35	30	200	90	320	125	17	30	58	53	5	928	.....	.....
36	2	9	.....	3	1	.....	.....	5	4	.....	24	.....	.....
37	22	2194	57	72	831	19	9	60	10	.....	3274	9	12
38	63	422	403	35	50	.....	74	17	635	.....	1699	10	19
39	33	302	46	2	.....	3	.....	9	.....	38	433	3	11
40	73	2131	231	134	52	47	208	109	373	.....	3358	6	12
41	92	306	.....	6	.....	27	.....	27	.....	.....	458	5	12
42	75	2000	100	120	150	50	46	121	152	.....	2814	10	15
43	75	677	126	105	48	.....	.....	35	308	.....	1374	.....	.....
44	34	200	42	385	125	15	150	80	65	5	1101	.....	.....
45	12	168	55	249	43	10	7	12	19	.....	575	.....	.....
46	40	285	76	42	8	44	31	17	69	32	644	.....	.....
47	670	1318	652	1196	1870	342	174	605	918	138	7883	15	7
48	29	229	88	64	13	18	521	37	91	.....	1090	31	20
49	42	1450	62	316	42	30	.....	37	216	.....	2195	14	4
50	34	2118	112	32	137	14	37	111	211	11	2817	19	12
51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	10
52	23	1118	61	255	.....	28	.....	20	24	.....	1529	8	29

TABLE B.—Membership, Libraries and Reading Rooms in

INSTITUTES.	Number of Members.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.
53 Drayton	31	75	337	69	239	109	40	24	109	60	18	1080
54 Dresden	75	23	105	47	.....	101	8	19	16	16	1	336
55 Duart	30	19	81	33	11	39	7	18	8	34	2	252
56 Dufferin	68	27	70	25	36	14	6	21	5	14	2	220
57 Dundalk	118	10	56	38	8	54	11	.....	29	27	2	235
58 Dundas	148	426	1121	577	520	367	129	79	1332	682	292	5525
59 Dunnville	62	165	353	145	307	61	41	64	81	171	30	1418
60 Durham	104	292	716	160	.....	401	69	.....	255	206	46	2145
61 Elmira	102	58	221	42	109	115	19	22	27	61	11	685
62 Elora	145	599	1447	612	1058	591	200	167	1308	707	197	6886
63 Embro	101	303	738	421	422	12	77	30	136	103	43	2285
64 Ennotville	50	153	340	160	216	175	49	163	196	81	55	1588
65 Essex	122	99	195	76	85	1	39	14	68	52	38	667
66 Exeter	102	122	545	120	316	121	81	119	152	196	100	1872
67 Fenelon Falls	103	37	569	239	155	.....	28	55	143	156	42	1424
68 Fergus	97	285	473	489	169	356	102	249	443	282	83	2931
69 Fonthill	111	113	214	166	206	3	36	33	115	101	107	1094
70 Forest	55	196	350	115	201	.....	70	180	184	35	41	1372
71 Forks of the Credit	53	33	104	76	58	.....	34	17	36	50	.....	408
72 Garden Island	104	161	669	460	314	19	141	29	1114	474	92	3473
73 Galt	285	326	762	375	687	504	154	176	510	341	100	3935
74 Georgetown	94	88	313	149	.....	321	45	43	184	53	25	1221
75 Glencoe	103	139	253	149	94	51	53	51	150	43	170	1153
76 Glenmorris	55	55	103	55	64	51	21	37	39	78	1	504
77 Goderich	139	277	690	264	.....	.....	99	142	291	244	.....	2007
78 Grand Valley	55	55	98	62	91	29	23	42	23	30	4	457
79 Gravenhurst	53	19	168	40	40	.....	16	.....	21	27	.....	331
80 Grimsby	105	168	874	194	946	215	64	39	457	379	51	3387
81 Harriston	104	143	535	187	344	313	89	175	382	211	40	2419
82 Hespeler	65	195	374	219	426	19	73	.....	249	121	79	1755
83 Highgate	21	35	152	90	37	30	15	3	43	14	.....	419
84 Highland Creek	59	17	41	28	14	10	14	6	19	18	.....	167
85 Holyrood	64	56	143	74	71	73	38	87	32	33	13	620
86 Huntsville	50	27	92	25	1	16	11	13	38	35	8	266
87 Ingersoll	341	195	633	236	.....	414	54	.....	92	203	28	1855
88 Iroquois	160	2	174	44	55	.....	12	1	21	2	5	316
89 Islington	54	14	25	20	28	.....	8	.....	.....	6	.....	101
90 Jarvis	52	19	100	42	.....	51	4	21	6	51	.....	294
91 Kincardine	167	199	912	196	450	413	147	118	274	179	163	3051
92 Kingston	243	392	2441	236	238	652	76	195	436	477	217	5360
93 Lake Charles	50	4	5	5	1	8	1	2	2	8	.....	36
94 Lancaster	60	31	107	87	70	38	18	16	54	19	18	458
95 Leamington	150	41	73	33	16	7	15	8	9	45	1	248
96 Lindsay	137	97	774	176	185	105	53	29	222	135	56	1832
97 Lion's Head	75	18	47	55	15	19	5	18	34	19	1	231
98 Listowel	140	67	252	78	66	75	28	48	.....	57	6	677
99 London	285	266	977	285	849	375	122	183	206	196	197	3746

Mechanics' Institutes for the year ending 30th April, 1890.—*Continued.*

	Number of Volumes Issued.											Reading Room.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.	Number of Periodicals.	Number of Newspapers.
53	6	127	6	25	23	2	7	15	12	8	231	5	7
54	4	1000	132	.....	360	.....	16	4	72	.....	1588	3	11
55	11	286	29	1	59	4	11	.... .	35	3	439	.....	.....
56	40	189	49	75	10	5	36	5	11	.....	420	.....	.....
57	7	57	10	14	31	1	.... .	17	29	.....	166	.....	.... .
58	90	3028	188	203	89	25	40	233	439	13	4348	7	10
59	66	797	73	232	135	40	13	66	208	.....	1630	.....	
60	44	1003	53	... .	62	12	.....	37	209	.....	1420	.....	.....
61	69	829	89	364	278	8	127	19	105	.....	1888	3	10
62	55	1790	122	246	821	34	28	257	306	.....	3659	6	8
63	560	695	410	160	127	118	78	130	220	24	2522	9	11
64	27	582	34	66	174	10	36	33	42	2	1006	....	...
65	76	621	60	70	5	24	36	37	58	.....	987	5	13
66	55	1320	102	526	23	30	64	63	666	3	2852	5	8
67	4	1176	61	68	.....	9	28	39	291	.....	1676	12	2
68	153	2491	449	153	414	64	118	266	683	.....	4791	14	7
69	9	118	20	3	.....	1	8	8	81	.....	248	6	11
70	39	434	27	38	.....	17	139	19	28	.....	740	.....	.....
71	13	312	121	93	.....	6	4	27	123	.....	699	.....	.....
72	28	672	98	70	3	52	1	183	72	.....	1179	14	20
73	128	4540	151	426	1008	106	44	175	510	12	7100	32	10
74	17	761	44	.....	211	15	31	27	32	5	1143	3	8
75	63	564	150	60	25	65	65	90	48	.....	1130	11	8
76	28	350	74	122	4	3	24	5	110	. ...	720	4	8
77	97	1911	116	.....	.....	34	86	122	109	.....	2475	16	21
78	17	178	19	24	3	3	15	6	42	.....	307	8	14
79	.....	468	98	97	.....	44	. ...	103	126	.....	936	2	6
80	83	1847	69	1394	1181	27	26	107	197	.....	4931	11	7
81	72	660	120	58	17	60	24	36	720	1	1768	9	9
82	48	525	180	440	.....	35	.....	260	530	.....	2018	11	1
83	10	193	51	14	22	5	....	9	10	....	314	.....	.....
84	16	124	83	30	17	15	10	40	83	.... .	418	.....	.....
85	53	359	105	80	95	22	110	10	71	5	910	.....	.....
86	18	174	24	1	11	7	2	2	65	3	307	. ..	.....
87	117	3468	439	.....	357	24	.. .	82	612	.....	5099	9	12
88	44	320	56	160	40	15	.. ..	22	35	.....	692	13	17
89	3	12	4	2	1	.....	.....	.....	4	.....	26	.....	.....
90	59	690	89	.....	235	15	81	39	115	.....	1323	.....	.....
91	74	3333	245	2598	86	42	76	174	270	40	6938	24	4
92	149	4219	225	4160	3230	98	100	460	241	193	13075	16	31
93	2	1	1	.....	5	.....	1	2	7	.....	19	.....	.....
94	13	210	29	16	8	11	.... .	18	11	3	319	3	4
95	.....	.....	.....	295	.....	.. ....	.....	.....	.....	.....	295	.. .	5
96	90	1988	100	200	23	29	15	88	107	.....	2640	25	21
97	4	63	25	40	10	5	20	18	66	.....	251	.....	.....
98	26	429	88	36	32	7	6	... ..	97	.....	721	20	11
99	103	3175	213	335	21	83	115	80	476	.....	4601	23	32

TABLE B.—Membership, Libraries, and Reading Rooms in

INSTITUTES.	Number of Members.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.
100 L'Orignal	52	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
101 Lucan	55	72	478	92	72	141	54	91	73	116	20	1209
102 Lucknow	108	26	112	25	2	81	16	29	12	17	114	434
103 Manotick	55	3	32	10	13	.....	4	2	10	3	1	78
104 Markdale	55	52	140	65	45	37	5	12	21	34	.....	411
105 Markham	51	136	317	130	118	15	37	23	281	154	14	1225
106 Meaford	127	135	463	125	301	.....	46	.....	117	107	59	1353
107 Merrickville	65	141	362	170	507	111	36	137	84	99	32	1679
108 Merritton	10	12	120	59	76	27	31	.....	34	35	.....	384
109 Midland	114	121	301	106	159	8	36	114	89	146	17	1097
110 Milton	100	378	441	336	871	164	105	96	325	349	105	3170
111 Mitchell	140	150	539	242	446	137	39	97	171	245	27	2093
112 Mono Road	52	59	82	60	123	22	18	79	65	130	10	648
113 Morrisburg	111	31	101	74	27	76	9	.....	13	20	15	366
114 Mount Forest	141	115	308	264	485	.....	37	82	148	112	22	1573
115 Napanee	193	225	571	214	105	108	60	34	231	476	14	2038
116 Newburg	107	49	133	53	71	26	22	32	37	48	8	479
117 New Hamburg	75	37	400	1	280	.....	10	5	20	36	11	800
118 Newmarket	52	63	281	99	186	14	35	40	64	134	4	920
119 Niagara	52	370	729	467	390	432	187	.....	312	291	46	3224
120 Niagara Falls	185	292	968	369	311	280	131	57	420	217	68	3113
121 Niagara Falls, South	94	32	96	80	83	27	25	43	30	34	24	474
122 Norwich	100	136	860	215	355	101	62	119	110	143	50	2151
123 Norwood	15	79	632	83	77	49	23	70	82	111	34	1240
124 Oakville	65	169	360	138	119	131	76	116	128	220	64	1521
125 Orangeville	100	124	528	166	362	.....	48	48	99	132	.....	1507
126 Orillia	154	210	650	238	340	37	64	46	320	305	33	2243
127 Orono	50	.....	.....	.....	.....	106	.....	.....	.....	.....	.....	106
128 Oshawa	198	136	264	198	89	89	27	81	158	127	28	1197
129 Owen Sound	234	202	1020	339	332	79	88	59	361	211	70	2761
130 Oxford Mills	65	7	21	9	3	.....	.....	.....	8	2	.....	50
131 Paisley	101	229	307	206	254	178	55	226	305	111	37	1908
132 Palmerston	53	17	107	17	17	4	2	21	23	21	4	233
133 Paris	188	468	1058	564	648	535	233	310	514	461	344	5125
134 Parry Sound	103	.....	46	17	25	.....	2	6	.....	62	.....	158
135 Penetanguishene	131	300	523	282	216	411	45	65	162	222	63	2289
136 Perth	149	263	669	322	755	56	89	3	207	310	26	2700
137 Peterboro'	287	482	941	398	1117	1355	133	222	557	437	308	5950
138 Point Edward	106	100	718	176	376	.....	46	40	195	169	16	1836
139 Port Arthur	116	39	126	43	93	16	18	27	87	12	38	499
140 Port Carling	27	16	94	19	30	3	5	6	4	19	.....	196
141 Port Colborne	101	66	370	60	40	.....	61	40	73	88	17	815
142 Port Elgin	65	214	311	197	374	46	84	65	220	168	42	1721
143 Port Hope	154	354	1102	236	369	7	56	18	179	273	67	2661
144 Prescott	121	267	1041	272	454	.....	100	72	192	367	73	2838
145 Preston	110	483	478	453	.....	716	265	.....	1158	593	112	4258
146 Renfrew	130	197	696	238	422	26	78	83	222	92	5	2059
147 Richmond Hill	118	123	165	208	108	426	42	17	76	85	22	1272
148 Ridgetown	199	141	899	170	178	301	88	50	248	113	39	2227
149 Ripley	50	72	100	32	36	37	13	17	59	35	27	428

Mechanics' Institutes for the year ending 30th April, 1890.—*Continued.*

	Number of Volumes Issued.										Reading Room.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.	Number of Periodicals.	Number of Newspapers.
100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	8
101	13	670	21	16	22	13	17	11	60	.....	843	.....	.....
102	46	309	53	9	104	3	52	10	21	1	608	14	5
103	4	89	15	33	.....	6	2	14	9	1	173	.....	.....
104	101	818	377	198	117	1	36	28	230	.....	1906	8	18
105	24	773	37	38	28	11	10	55	282	.....	1258	.....	.....
106	60	1980	122	173	.....	41	.....	38	67	.....	2481	3	.....
107	75	1200	45	200	150	25	100	50	600	.....	2445	.....	.....
108	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
109	62	870	126	112	13	24	161	31	287	.....	1686	7	9
110	97	1321	63	1562	17	24	21	41	320	10	3476	44	10
111	61	1289	144	584	194	18	54	97	193	.....	2634	11	11
112	31	179	32	235	17	8	65	13	53	4	637	.....	.....
113	28	266	88	106	67	14	.....	18	67	.....	654	14	15
114	20	624	142	503	.....	15	42	52	181	30	1609	2	14
115	563	5217	497	329	421	189	87	461	4728	.....	2492	7	6
116	21	566	56	45	2	1	4	3	86	2	786	3	8
117	100	706	23	329	.....	16	1	.....	203	2	1380	.....	.....
118	16	620	47	39	21	2	38	25	191	2	1001	.....	.....
119	17	1089	43	96	33	7	.....	14	76	.....	1375	14	.....
120	97	1608	201	140	100	36	14	42	209	.....	2447	12	5
121	38	384	105	208	28	7	26	38	96	.....	930	.....	.....
122	40	1740	260	205	435	32	11	35	403	.....	3161	.....	.....
123	3	1392	34	15	.....	3	19	6	57	5	1534	6	6
124	30	660	42	16	140	8	15	20	201	20	1152	.....	.....
125	21	882	67	177	.....	48	13	37	107	.....	1352	13	14
126	106	1460	140	118	220	45	45	138	620	.....	2892	13	6
127	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....
128	51	1291	85	10	26	12	24	60	136	12	1617	35	9
129	120	6132	282	409	44	107	53	337	445	.....	7929	26	12
130	28	428	57	.....	.....	.....	.....	31	10	.....	554	2	6
131	91	1114	87	493	85	20	73	89	223	.....	2275	.....	.....
132	36	157	19	102	1	.....	28	12	71	.....	426	.....	.....
133	134	3384	143	395	524	67	94	106	341	.....	5188	23	17
134	.....	6	.....	4	.....	.....	1	.....	6	.....	17	15	5
135	111	420	145	258	175	22	58	90	175	21	1475	14	11
136	202	2838	265	1369	102	78	3	114	843	10	5824	9	11
137	173	3365	246	1523	2091	57	119	227	497	.....	8298	32	15
138	18	2345	42	87	.....	6	6	30	113	1	2648	11	5
139	16	104	66	48	5	7	2	18	18	.....	284	11	10
140	16	259	25	21	.....	.....	2	.....	20	.....	343	.....	.....
141	.....	.....	.....	233	.....	.....	.....	.....	.....	.....	233	.....	6
142	59	852	66	154	238	19	8	69	217	.....	1682	7	.....
143	129	2991	122	119	2	32	9	20	139	.....	3563	29	12
144	30	1685	45	220	.....	12	10	25	820	13	2860	.....	.....
145	84	758	53	.....	427	47	.....	150	371	4	1894	24	15
146	21	1363	46	352	431	23	17	82	123	2	2460	.....	.....
147	24	580	28	28	418	8	.....	28	189	6	1309	21	.....
148	107	3247	158	572	309	39	57	164	241	.....	4894	20	6
149	25	232	27	73	32	14	7	30	73	.....	513	.....	.....

TABLE B.—Membership, Libraries and Reading Rooms in

INSTITUTES.	Number of Members.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.
150 Russell	104	15	58	24	14	13	15	3	3	9	3	157
151 Sault Ste. Marie	123	14	49	24	28	29	3	12	14	20	1	194
152 Scarboro	58	256	570	317	507	145	66	357	265	274	55	2812
153 Seaforth	401	338	1141	425	279	269	80	199	392	236	375	3734
154 Shelburne	101	32	193	65	152		12	35	31	30		550
155 Smith's Falls	219	265	566	390	691	223	86	167	498	390	236	3512
156 Southampton	105	141	269	150	309	170	46	37	92	124	83	1421
157 Stayner	70	17	125	37	30	22	7	11	18	12	1	280
158 Stouffville	109	129	538	124	109	231	50	137	202	243	46	1809
159 Stratford	130	276	2045	503	619	32	170	32	492	100	65	4334
160 Strathroy	317	211	1100	371	437	429	112	145	289	195	86	3375
161 Streetsville	102	319	2700	400	12		253	131	301	184	61	4361
162 St. George	108	160	1053	227	259	86	45	86	143	240	54	2353
163 St. Helens	65	15	20	25	18	18	13	14	6	9		138
164 St. Marys	167	390	700	475	1000		220	420	460	420	150	4235
165 Tara	52	18	45	20	38		13		17	25		176
166 Tavistock	102	45	167	52	118	9	18	38	49	40	1	537
167 Teeswater	53	141	573	138	173	25	41	30	121	50	15	1307
168 Thamesford	57	26	93	19	46	14	9	25	12	14	20	278
169 Thamesville	262	65	391	91	64	77	37	47	85	26	13	896
170 Thorold	133	178	1176	349	269	166	44	21	178	817	18	3216
171 Tilsonburg	107	63	450	51		160	43	9	34	40	35	885
172 Tottenham	100	49	76	56	77		29	20	2	2		311
173 Trenton	193	57	431	108	223	89	33	37	106	90	15	1189
174 Uxbridge	159	305	1572	348	477		62	192	420	300	53	3729
175 Vandorf	57	36	65	48	73	10	11	30	40	55	12	380
176 Victoria	50	28	86	29	56		6	31	30	26		292
177 Wardsville	8	150	208	237	417		136		177	155	100	1580
178 Waterdown	54	137	251	188	89	212	70	54	95	125	34	1255
179 Waterford	50	23	180	17	32		17			22		291
180 Watford	136	52	177	58	152	56	15	21	19	42	12	604
181 Welland	116	270	1023	234	99	32	90	93	425	154	47	2467
182 Westford	52	4	8	11	12	6		8	5	14		68
183 Weston	115	83	248	132	201	23	37	70	106	59	47	1006
184 West Toronto J'c'n.	82	14	120	67	104	27	15	27	56	27	38	495
185 Whitby	118	148	676	226	94	185	33		229	240	26	1857
186 Wiarton	100	105	185	63	95	230	40	58	60	170	10	1016
187 Williamstown	62	24	111	69	43	11	16		8	6	20	308
188 Windermere	36	67	354	59	116	29	4	29	2	26		686
189 Wingham	122	74	388	74	128	51	37	41	134	110	16	1053
190 Woodbridge	62	33	77	75	97	41	31	37	68	72	97	628
191 Woodstock	244	453	1557	376	473	61	86	195	366	425	237	4229
192 Wroxeter	62	258	350	310	362	110	50	63	150	110	44	1807
193 Wyoming	58	41	113	57		101	13	48	60	77	11	521
Totals	21629	24512	80273	29731	39977	19499	9597	11456	30367	25716	8489	279617

Mechanics' Institutes for the year ending 30th April, 1890.—*Concluded.*

	Number of Volumes Issued.											Reading Room.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.	Number of Periodicals.	Number of Newspapers.
150	17	176	16	114	100	20	16	2	21	10	492	9	11
151	1	33	12	21	20	2	10	3	24	.....	126	6	11
152	16	823	62	720	59	13	67	40	33	3	1836	.....	.....
153	845	8013	1206	625	560	451	1698	620	1596	.....	15614	8	17
154	35	790	12	380	.....	5	16	27	45	.....	1310	4	8
155	256	3600	366	884	1031	257	114	721	1024	.....	8554	15	16
156	34	859	35	333	16	13	15	40	245	2	1592	.....	.....
157	29	276	27	99	109	17	21	16	39	.....	633	4	1
158	247	1536	374	317	231	106	143	348	1039	23	4364	10	12
159	386	4000	298	550	.....	263	43	730	264	....	6534	15	1
160	128	3727	304	307	619	65	92	263	402	.....	5847	14	13
161	251	608	261	172	.....	266	109	314	178	48	2207	7	10
162	42	975	101	249	200	32	47	95	359	23	2123	8	6
163	61	108	32	35	55	20	27	23	31	.....	392	9	7
164	150	3800	300	1200	.....	200	200	250	500	.....	6600	5	14
165	10	30	13	11	.....	3	.....	11	20	.....	98	.....	.....
166	168	925	140	314	193	28	81	68	208	.....	2125	8	7
167	62	957	67	54	18	17	19	37	125	2	1358	5	10
168	43	282	24	218	91	28	126	49	87	.....	948	.....	.....
169	329	5463	291	334	148	26	219	112	238	1	7161	8	20
170	66	1488	90	87	104	31	.. .	36	269	.....	2171	9	7
171	36	1100	18	.....	115	21	5	32	73	24	1424	5	10
172	20	165	28	70	.....	16	.....	.....	2	.....	301	.....	....
173	59	997	143	179	30	34	.....	203	290	.....	1935	13	14
174	72	2556	132	374	.....	48	24	84	180	.....	3470	13	14
175	20	199	78	206	4	1	24	5	160	.....	697	.....	.....
176	160	391	46	170	.....	6	54	46	123	.....	996	.....	.....
177	89	80	49	242	.....	17	.....	20	109	.....	606	.....	.....
178	68	579	68	127	127	11	71	14	127	5	1197	.....	... ..
179	Books destroyed by fire.												
180	43	886	70	128	2	18	31	5	57	.....	1240	.....	.....
181	45	2310	45	15	15	24	23	106	54	10	2647	12	10
182	4	5	10	11	5	.....	6	2	10	.....	53	.....	.....
183	51	1783	85	231	2	37	39	44	158	.....	2430	11	9
184	20	705	76	209	25	18	15	30	105	2	1205	9	7
185	31	1596	64	53	603	14	.....	67	226	.....	2654	6	.....
186	107	754	317	53	320	47	90	85	370	.....	2143	7	8
187	10	262	8	7	47	14	.....	12	13	.. ...	373	4	11
188	35	138	25	56	13	2	14	4	8	.....	295	3	5
189	82	1328	50	192	235	26	17	43	306	24	2297	14	25
190	39	323	49	160	31	7	31	24	77	4	745	3	9
191	125	5024	194	470	58	67	141	189	534	.....	6802	17	6
192	35	347	80	79	88	9	14	19	25	.....	696	.....	.....
193	77	211	74	204	141	17	72	73	209	12	1090	.....	.... .
	13955	228268	23162	47966	31433	6829	11938	15820	45230	1524	426125	1448	1366

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1889-90.

Institutes.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total Number of Volumes.
1 Aberarder	17	62	26	52	.....	15	30	28	29	.....	259
2 Ailsa Craig.	.....	17	1	34	.....	.....	.....	.....	.....	1	53
3 Alliston	11	56	15	18	.....	5	.....	.....	11	.....	116
4 Almonte	17	26	33	7	.....	1	11	2	18	.....	115
5 Alton	21	102	6	25	.....	7	.....	12	10	.....	183
6 Alvinston	.....	2	.....	.....	.....	.....	3	.....	.....	.....	5
7 Arkona	4	56	4	10	6	.....	4	3	16	2	105
8 Arnprior	2	8	10	4	17	1	.....	5	6	9	62
9 Arthur	11	83	22	26	.....	12	31	18	14	.....	217
10 Athens	24	59	23	40	83	3	15	8	30	3	288
11 Aurora	12	55	16	11	12	1	36	14	16	14	187
12 Aylmer	4	60	6	29	16	3	.....	15	5	2	140
13 Ayr	24	34	4	26	.....	.....	19	11	21	4	143
14 Baden	6	53	22	27	22	5	3	7	7	....	152
15 Barrie	10	40	7	10	12	3	4	9	21	3	119
16 Beamsville	8	52	13	30	.....	.....	21	15	39	....	178
17 Beaverton	41	78	46	57	.....	.....	15	40	35	1	313
18 Beeton	4	41	23	65	.....	4	40	6	38	3	224
19 Belfountaln	23	28	25	40	8	.....	16	2	20	.....	162
20 Belleville	18	98	21	40	15	4	9	19	22	8	254
21 Belmont	.....	48	4	1	.....	.....	6	20	1	.....	80
22 Blenheim	19	65	29	64	8	.....	7	6	57	4	259
23 Blyth	3	.....	2	18	.....	.....	9	.....	.....	2	34
24 Bobcaygeon	4	34	12	20	5	1	19	.....	8	11	114
25 Bolton	8	36	14	14	.....	1	35	13	13	5	139
26 Bowmanville	80	46	17	24	1	6	14	1	20	6	215
27 Bracebridge	....	28	17	....	1	1	1	10	8	2	68
28 Bradford	.....	None									
29 Brampton	15	57	11	6	8	2	12	13	76	2	202
30 Brighton	1	23	2	4	1	3	4	2	11	.....	51
31 Brockville	34	336	54	264	110	12	10	53	65	.....	938
32 Brussels	26	38	24	50	.....	8	19	21	15	.....	201
33 Burk's Falls	24	31	13	20	13	4	7	4	15	1	132
34 Caledon	2	25	3	12	3	3	.....	8	10	1	67
35 Caledonia	6	56	7	30	16	.....	7	15	14	.....	151
36 Camden East	7	13	3	10	15	.....	.....	14	10	1	73
37 Campbellford	12	132	.....	....	7	1	.....	1	.....	.....	153
38 Cannington	22	44	26	.....	19	.....	8	.....	26	1	146
39 Cardinal	42	134	38	5	.....	5	.....	21	33	1	279
40 Carleton Place	13	39	.....	16	4	7	.....	14	18	.....	111
41 Chapleau	40	69	.....	11	.....	2	....	6	.....	3	131
42 Chatham	14	45	14	.....	28	4	11	12	11	2	141
43 Chatsworth	21	39	21	11	3	.....	.....	4	23	.....	122
44 Oheltenham	30	44	5	100	6	2	17	10	6	11	231
45 Claude	.....	21	.....	19	6	2	1	1	5	.....	55
46 Clifford	3	23	14	13	.....	.....	.....	14	28	.....	95
47 Clinton	19	25	40	2	2	5	1	19	8	1	122
48 Cobourg	10	36	4	26	5	7	45	18	14	.....	165
49 Colborne	11	71	13	39	14	3	.....	5	28	.....	184
50 Collingwood	5	102	9	53	.....	.....	10	12	20	2	213
51 Cornwall	14	77	35	33	23	11	14	15	17	2	241
52 Deseronto	.....	18	3	.....	.....	.....	2	.....	11	.....	34
53 Drayton			None								
54 Dresden	9	36	.....	.....	2	.....	3	3	1	.....	54
55 Duart	14	44	26	11	22	4	14	8	31	1	175
56 Dufferin	19	32	7	13	6	.....	8	.....	9	1	95
57 Dundalk	10	56	38	8	54	11	.....	29	27	2	235
58 Dundas	3	11	.....	11	.....	4	2	4	7	.....	42
59 Dunnville	.....	.....	.....	10	6	.....	.....	.....	.....	.....	16

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1889-90.—*Con.*

Institutes.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total Number of Volumes.
60 Durham	8	63	5	....	40	4	.....	8	8	14	150
61 Elmira	34	120	19	59	7	1	4	12	35	.....	291
62 Elora	3	47	7	13	21	...	...	21	3	2	117
63 Embro	23	73	9	25	.....	11	30	15	15	1	202
64 Ennotville	5	49	6	23	15	6	8	10	5	2	129
65 Essex	22	52	38	12	.....	7	4	3	19	.....	157
66 Exeter	8	43	9	4	.....	1	2	36	52	.....	155
67 Fenelon Falls	.....	42	22	25	.....	.....	4	11	15	.....	119
68 Fergus	19	51	26	3	13	2	22	28	19	1	184
69 Fonthill	11	86	34	44	2	10	10	23	32	2	254
70 Forest			None								
71 Forks of the Credit	12	24	23	15	.....	.....	6	18	24	.....	122
72 Garden Island	.....	84	.....	9	.....	.....	.....	67	.....	.....	160
73 Galt	5	41	10	28	24	5	5	11	11	2	142
74 Georgetown	.....	15	6	5	.....	3	.....	.....	1	.....	30
75 Glencoe	18	15	12	3	6	3	6	21	...	.....	84
76 Glenmorris	9	29	17	20	7	.....	12	6	34	.....	134
77 Goderich	10	37	6	13	80	10	6	8	10	4	184
78 Grand Valley	19	30	17	65	.....	5	25	15	6	1	183
79 Gravenhurst	3	39	21	9	6	7	3	9	1	2	100
80 Grimsby	....	57	2	91	15	1	.....	21	9	.....	196
81 Harriston	14	26	18	7	13	4	5	9	28	.....	124
82 Hespeler	5	64	10	77	.....	.....	.....	7	10	.....	173
83 Highgate	3	93	31	8	4	.....	.....	12	3	.....	154
84 Highland Creek	17	41	28	14	10	14	6	19	18	.....	167
85 Holyrood	14	35	17	37	30	10	28	17	4	.....	192
86 Huntsville	14	48	10	1	10	8	6	10	22	.....	129
87 Ingersoll	14	138	11	.....	12	5	.....	4	35	2	221
88 Iroquois		None									
89 Islington	14	25	20	28	.....	8	.....	....	6	.....	101
90 Jarvis	19	100	42	.....	51	4	21	6	51	.....	294
91 Kincardine	24	104	10	58	.....	50	10	25	32	18	331
92 Kingston	2	100	5	6	140	2	4	15	21	1	296
93 Lake Charles	4	5	5	1	8	1	2	2	8	.....	36
94 Lancaster	2	8	1	1	.....	.....	2	3	.....	.....	17
95 Leamington	40	66	33	16	7	15	8	9	45	1	240
96 Lindsay	3	25	1	.....	.....	8	.....	.....	2	2	41
97 Lions Head	4	28	27	11	11	.....	5	5	8	.....	99
98 Listowel	19	58	23	23	4	1	8	.....	42	.....	178
99 London	12	29	8	50	.....	.....	4	17	21	7	148
100 L'Orignal			None.								
101 Lucan	3	81	5	2	37	2	4	8	15	1	158
102 Lucknow	25	107	24	2	77	10	29	5	17	.....	296
103 Manotick	3	32	10	13	.....	4	2	10	3	1	78
104 Markdale	24	41	23	25	6	3	4	4	6	.....	36
105 Markham	.....	23	.....	4	.....	.....	.....	1	3	.....	31
106 Meaford	32	67	17	31	....	4	.....	9	18	...	178
107 Merrickville	10	105	38	56	22	4	25	10	20	4	294
108 Merritton		None.									
109 Midland	29	56	19	16	2	.....	25	18	46	1	212
110 Milton	10	54	11	34	.....	1	6	6	15	1	138
111 Mitchell	21	29	16	16	5	4	6	13	16	.. ..	126
112 Mono Road	10	12	18	47	22	2	39	11	17	.....	178

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1889-90.—*Con*

Institutes.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total Number of Volumes.
113 Morrisburg	15	52	23	7	9	4		5	7	15	137
114 Mount Forest	5	86	31	79			1	5	11		218
115 Napanee	14	32	10	23	11	6	13	32	73		214
116 Newburgh	17	45	29	54	15	5	12	2	19		198
117 New Hamburg	7	50	5	57		5	2	1	10		137
118 Newmarket		35	3	8		2	17	10	11		86
119 Niagara	4	35	1	22	3	3		7	4		79
120 Niagara Falls	16	73	4	13	14	1	1	1	1	14	138
121 Niagara Falls, South	2	15	8	10	1			3	9		48
122 Norwich	1	97	36	11	9	1		9	9	1	174
123 Norwood	3										3
124 Oakville	4	63	9	2	16		4	2	24	12	136
125 Orangeville	5	33	10	31		11		7	12	1	110
126 Orillia	35	63	22	50	15	1	3	30	25	4	248
127 Orono					76						76
128 Oshawa	34	89	47	18	33	13	6	11	21		272
129 Owen Sound	20	135	31	4	14	9		39	20	4	276
130 Oxford Mills	7	21	9	3				8	2		50
131 Paisley	6	16	19	41	39	8	22	18	6	1	176
132 Palmerston	7	19	7	14	4	1	21	4	3		80
133 Paris	12	53	5	19	19	4	9	5	3	11	140
134 Parry Sound		46	17	25		2	6		62		158
135 Penetanguishene	63	81	41	12	10	2	5	28	10	9	261
136 Perth	7	59	13	20	10	4	3	9	29		154
137 Peterboro'	25	46	36	28	49	5	6	14	30	75	314
138 Point Edward		66		24			5	1	8		104
139 Port Arthur	10	125	21	5	1	9	8	6	3		188
140 Port Carling	4			2				1			7
141 Port Colborne	6	20	10	13		1	5	13	3		71
142 Port Elgin	8	19	6	1	5	4	5	2	9		59
143 Port Hope	16	61	12	24		1		1	18	1	134
144 Prescott		80	7	12				7	14		120
145 Preston	8	29	9		17			45	12	3	123
146 Renfrew	5	3	2	36	26	3		7			82
147 Richmond Hill				4	33					1	38
148 Ridgetown	6	40	8		28	4	4	29	3		122
149 Ripley	23	24	14	35	10	3	9	31	15		164
150 Russell	7	47	7	5	5	1	1		6	1	80
151 Sault Ste. Marie	14	49	24	28	29	3	12	14	20	1	194
152 Scarboro'	7	54	31	47	18	3	5	12	4		181
153 Seaforth	7	77	12	16	9	3	33	15	27	2	201
154 Shelburne	1	24	11	36		1	4	3	3		83
155 Smith's Falls											115
156 Southampton	28	44	6	64	15	8	12	6	43	4	230
157 Stayner	4	65	23	12	6		6	14	7		137
158 Stouffville	14	29	15	21	19	6	11	10	18	5	148
159 Stratford	8	157	10	9	3	2	6	4	2		201
160 Strathroy		74	7	30	37	5	3	11	5	1	173
161 Streetsville	3	18	24		18	1	25	9	15	2	115
162 St. George	4	91	2	27	7		6	7	24	2	170
163 St. Helens	14	20	22	15	18	12	11	6	7		125
164 St. Marys											197
165 Tara	18	45	20	38		13		17	25		176
166 Tavistock	21	85	19	73	9	13	27	22	21		290
167 Teeswater	10	74	2	17		14		16	4		137
168 Thamesford	13	44	10	32	6	5	16	6	12		144
169 Thamesville	16	144	25	26	24	6	25	30	8		304

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1889-90.—*Con*

Institutes.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total Number of Volumes.
170 Thorold	8	59	13	17	3	3	.....	11	26	1	141
171 Tilsonburg	.....	60	11	.....	38	1	2	1	3	.....	116
172 Tottenham	53	106	61	90	.....	32	20	2	3	.....	367
173 Trenton	.....	47	8	30	14	.....	2	6	21	.....	128
174 Uxbridge	12	17	19	46	.....	8	29	28	4	1	164
175 Vandorf	10	37	24	44	1	1	4	12	31	2	166
176 Victoria	17	45	15	23	.....	1	24	20	8	.....	153
177 Wardsville		None									
178 Waterdown	5	38	7	11	.....	.....	12	1	14	.....	88
179 Waterford		None									
180 Watford	11	10	6	37	3	5	2	5	11	.....	90
181 Welland	30	43	12	3	3	1	8	12	2	2	116
182 Westford	4	8	11	12	6	.....	8	5	14	.....	68
183 Weston	27	48	16	28	12	7	4	13	16	1	172
184 West Toronto Junction	2	45	27	24	.....	2	12	.....	23	33	168
185 Whitby	4	45	4	21	2	1	.....	8	18	.....	103
186 Wiarton	35	80	18	43	102	14	38	34	52	5	421
187 Williamstown	11	20	3	2	9	2	.....	3	3	.....	53
188 Windermere	18	12	5	59	1	.....	1	.....	.....	.....	96
189 Wingham	14	79	29	40	4	.....	11	74	27	....	278
190 Woodbridge	.....	14	2	38	8	.....	11	9	12	.....	94
191 Woodstock	12	45	11	27	.....	1	3	7	15	1	122
192 Wroxeter	25	40	36	34	19	.....	7	16	18	.....	195
193 Wyoming	8	30	19	20	....	2	15	20	30	2	146
	2287	9321	2730	4371	2201	702	1522	2070	2923	400	28839

Note.—Details not reported for St. Mary's and Smith's Falls.

TABLE D.—Evening Classes in English and Commercial Courses in 1889-90.

INSTITUTES.	Number of Students.	Subjects Taught.				
		English Course.	Commercial Course.			Other Subjects.
Alvinston	23		Book-keeping, Arithmetic and Writing			
Barrie	21		"	"	"	
Belleville	22	Composition and Grammar.	"	"	"	Short-hand and Type-writing.
Blenheim	38		"	"	"	
Bobcaygeon	23		"	"	"	
Bradford	22		"	"	"	
Brockville	55		"	"	"	
Burk's Falls	24		"	"	"	
Caledon	25		"	"	"	
Caledonia	21		"	"	"	
Cannington	22		"	"	"	
Carleton Place	18	English and Canadian History, Composition and Grammar.	"	"	"	
Chatsworth	24		"	"	"	
Collingwood	13		"	"	"	
Dundas	18		"	"	"	
Durham	47		"	"	"	
Elora	48	Composition and Grammar.	"	"	"	
Embro	6		"	"	"	
Goderich	17		"	"	"	
Gravenhurst	19		"	"	"	
Harriston	25		"	"	"	
Hespeler	40		"	"	"	
Huntsville	25	English and Canadian History. Composition and Grammar.	"	"	"	Mensuration.
Kingston	66		"	"	"	
Leamington	16		"	"	"	
Lucknow	26	English and Canadian History, Composition and Grammar.	"	"	"	
Midland	25		"	"	"	
Napanee	28		"	"	"	
Newburgh	33	English and Canadian History, Composition and Grammar.	"	"	"	
Newmarket	17	Composition and Grammar.	"	"	"	
Paris	28		"	"	"	
Smith's Falls	29		"	"	"	
St. Mary's	31		"	"	"	
Tavistock	34		"	"	"	
Waterdown	12	Composition and Grammar.	"	"	"	
Watford	6		"	"	"	
West Tor. Jun.	43		"	"	"	
Wiarton	18	Composition and Grammar.	"	"	"	
Woodbridge	14		"	"	"	
Total	1,022					

TABLE E.—Evening Classes in Drawing, 1889-90.

INSTITUTES.	Number of Students.	Subjects Taught.—Primary Course.
Bobcaygeon	23	Freehand Drawing.
Caledonia	11	Freehand, Geometry, Perspective, Mode and Blackboard Drawing.
Cannington	10	" " " " "
Durham	44	" " " " "
Elmira	8	" " " " "
Huntsville	2	" " " " "
Milton	38	" " " " "
Owen Sound	105	" " " " "
St. Mary's	15	" " " " "
Thamesville	29	" " " " "
Watford	46	" " " "
	331	

ADVANCED COURSE.

St. Mary's	12	Shading flat, Outline round, and Ornamental Design,
	12	

MECHANICAL COURSE.

Carleton Place	5	Machine Drawing
Peterboro'	23	" and Building Construction.
St. Mary's	2	Building Construction.
	30	

It is gratifying to state that the evening classes are favorably progressing. The directors now acknowledge the importance of skilled labor as a means of reducing our excessive imports and increasing the exports of manufactured goods from this country. They now acknowledge the necessity of evening classes for providing that technical instruction which is necessary for making men better mechanics and more skilled in the application of industrial design and machinery to our manufactures.

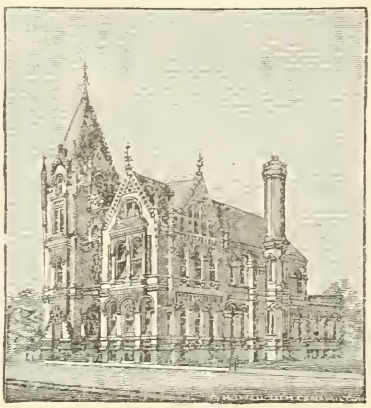
Several institutes have reported to me that good results have followed their efforts in this direction, but I shall confine myself to an extract from a letter recently received on this subject from Mr. Malone, President of the Garden Island Mechanics' Institute :

"Mr. John Mullin, the present foreman of our engine and machine shop, was apprenticed as a lad to learn the trade of finisher and machinist under our late foreman, Mr. William Johnston. He took lessons in mechanical and other drawing in the Garden Island Mechanics' Institute and made such progress in his studies that on Mr. Johnston's leaving our employ we appointed him foreman and draughtsman. Mr. Mullin has designed and built engines and machinery which are giving us every satisfaction. One of his latest achievements was the designing and putting in of the machinery in our new mill, the old one having been completely destroyed by fire a short while ago. This work he could not have done were it not for the training he received at the Mechanics' Institute here. He never attended any other drawing classes.

"Thomas Brien, the foreman of our ship yard who succeeded the late Henry Riney, was an ordinary carpenter working in the yard. By diligent study in the Mechanics' Institute he learned the art of draughting and laying down ships. He was not appointed foreman at first as we did not know his capabilities. Our late foreman was stricken with paralysis, but as we thought there was a possibility of his recovery we allowed Mr. Brien to take temporary charge, and he proved himself so skilful that on the death of Mr. Riney we appointed Mr. Brien as foreman. He has built for us the schooner Valentine and barge Hiawatha, two large crafts which gave such satisfaction that we have now entrusted him with the building of a still larger craft from a design and model made by himself. He, too, has the Garden Island Mechanics' Institute to thank for his present position, as he never attended any other drawing classes.

"I might also mention that Mr. Wm. Jones, another pupil of the Mechanics' Institute, is now engaged as foreman of a large machine shop in Toledo, Ohio."

II. FREE LIBRARIES.



This has been an eventful year in the history of Free Libraries in Ontario. During the present year the *first building* specially erected for a Free Public Library has been opened in the city of Hamilton.

On the 7th of June, 1889, a by-law for the establishment of a Free Library in Hamilton was carried by a large majority of the electors of that city, On the 16th of September, 1890, the most magnificent Free Library building in the province was formally opened to the public by the Earl and Countess of Aberdeen. The Hon. Dr. Ross, Minister of Education, Sir Daniel Wilson, the Hon. J. M. Gibson, Provincial Secretary, and other distinguished gentlemen also took part in the proceedings. The opening ceremony was a scene of great brilliancy, enlivened with eloquent speeches and melodious strains of sweet music from lady singers and the celebrated band of the 13th battalion. The citizens of Hamilton may justly feel proud of this gala occasion and in knowing that they now possess the handsomest, best constructed and perfectly equipped Free Library building in the Dominion.

The building, erected at a cost of about $45,000, is constructed of red and black brick, decorated with richly carved and moulded Ohio freestone and Lake Superior red sandstone. The building has a frontage on Main street of 68 feet, extending back 132 feet. The north-west corner of the building is surmounted with a tower rising to the height of 115 feet. The principal entrance is through a large and massive archway decorated with elaborately carved stone to a portico 9 feet wide and 67 feet in length. To the right of the portico is the main entrance to the library, and to the left is the main entrance to the Art School and Hamilton Association, which are upon the second and third floors. The main hall, 18 feet high, is specially constructed for library purposes. Upon the right hand side of the main street corridor is situated the general reading room, 25 feet by 73 feet. Upon the left hand side of the corridor is the ladies' reading room, 25 feet by 24 feet, and the reference library, 25 feet by 28 feet. Extending along the north side of the corridor, 40 feet in length, are the distributing counters with various narrow brass railings, its indicators, librarian's platform and desk, etc.

The reading rooms and reference library are simply divisions of the main hall, being divided by handsome wooden railings 3½ feet high; by this arrangement the librarian commands from his platform an uninterrupted view of the reading rooms and reference library and can see every person entering or leaving the library.

At the rear of the hall is the book room, 33 feet by 58 feet, profusely lighted, having no less than 14 large windows and a skylight. The book shelves are fitted up to hold about 50,000 volumes, but these can be increased when required. The basement contains work oom, class rooms, lavatories, engine room, ventilating shafts, etc. The architect claims that this is one of the most perfect ventilated buildings ever erected.

Upon the first floor is the apartment for the Art School, consisting of an elementary class room, 45 feet by 38 feet, an antique room, 35 feet by 24 feet, life class room, 18 feet by 24 feet, a modelling and carving room, principal's room, lavatories, etc. These rooms are well lighted and fitted up in the most perfect manner.

Upon the second floor is the museum and reading room of the Hamilton Association. This splendid apartment is 25 feet by 45 feet, and when completed will form a great attraction to visitors.

The citizens of Hamilton are to be congratulated upon possessing this fine building so centrally situated and so perfectly arranged as to provide accommodation for the representatives of literature, art and science, under the management of such enterprising and influential directors and officers.

The large sum of $12,000 has already been expended for books, and it is proposed that at least from $2,000 to $3,000 shall be expended annually for this purpose.

The following tables are compiled from the annual reports of Free Libraries:

TABLE F.—Receipts, Expenditure, Assets and Liabilities

FREE LIBRARIES.	Receipts during the year.								Expen-	
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other Sources.	Total.	Rent, Light and Heating.	Salaries.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Berlin	.....	.....	200 00	1072 66	.....	.....	.....	1272 66	95 06	216 00
2 Brantford	23 85	13 00	200 00	2000 00	.....	.....	248 76	2485 61	343 30	600 00
3 Guelph	.....	.....	200 00	1520 15	90 00	.....	C0 00	1870 15	339 79	560 00
4 Hamilton	.....	.....	.....	52500 00	.....	.....	1485 88	53985 88	250 75	985 76
5 Simcoe	71 31	.....	200 00	421 50	.....	.....	384 82	1077 63	96 50	171 50
6 St. Catharines	.....	.....	200 00	1261 27	.....	.....	.....	1461 27	316 73	566 30
7 St. Thomas	378 30	.....	159 00	1400 00	.....	.....	81 45	2018 75	287 14	400 00
8 Toronto	73 57	.....	200 00	34211 00	.....	.....	2842 61	37327 18	2202 58	11017 17
9 Waterloo	8 04	.....	200 00	375 00	20 00	.....	13 10	616 14	30 00	99 96
Total	555 07	13 00	1559 00	94761 58	110 00	.....	5116 62	102115 27	3961 85	14616 69

TABLE G.—Membership, Libraries, and Reading Rooms

FREE LIBRARIES.	Number of Readers.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religion Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
1 Berlin	1527	311	493	335	730	260	87	85	334	232	293	3160
2 Brantford	1940	717	3218	655	889	577	242	276	777	482	204	8037
3 Guelph	1389	578	1854	544	791	566	145	262	616	622	186	6164
4 Hamilton	4036	630	1245	632	1690	738	381	324	732	687	2480	9539
5 Simcoe	501	339	971	325	155	229	143	93	341	302	133	3031
6 St. Catharines	1559	596	1745	596	717	532	172	279	564	628	251	6080
7 St. Thomas	1165	394	1851	451	863	211	162	237	398	343	80	4990
8 Toronto	23484	2384	12729	1967	4782	3452	768	977	3099	2017	25657	57832
9 Waterloo	642	171	1066	312	1583	455	193	92	293	326	61	4552
Total	36243	6120	25172	5817	12200	7020	2293	2625	7154	5639	29345	103385

of Free Libraries for the year ending 30th April, 1890.

	DITURE DURING THE YEAR.									ASSETS AND LIABILITIES.	
	Books (not fiction).	Books (fiction).	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	368 56	99 15	99 28	76 62	103 50	.....	214 49	.....	1272 66	4591 19	.....
2	521 40	408 19	219 90	197 50	.....	.....	98 57	96 75	2485 61	8236 75	.....
3	354 87	173 31	33 60	117 00	130 04	.....	161 54	.....	1870 15	6360 00	.....
4	10795 54	.....	.....	25 00	.....	....	18065 73	23863 10	53985 88	54954 52	23000 00
5	118 90	11 70	29 75	76 50	.....	.....	572 78	.....	1077 63	6525 00	956 00
6	280 76	69 03	64 00	86 90	.....	.....	77 55	.....	1461 27	6000 00	.....
7	314 08	131 95	68 30	116 75	.....	.....	631 62	68 91	2018 75	2876 22	.....
8	6403 81	1425 23	2241 24	.....	.....	.....	9796 05	4241 10	37327 18	130467 01	45 33
9	198 36	30 92	36 92	53 60	20 00	.....	136 66	9 72	616 14	3161 50	60 00
	19356 28	2349 48	2792 99	749 87	253 54	.....	29754 99	28279 58	102115 27	223172 19	24061 33

in Free Libraries for the year ending 30th April, 1890.

	NUMBER OF VOLUMES ISSUED.											READING ROOMS.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poets and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.	Number of Periodicals.	Number of Newspapers.
1	110	4847	267	2955	1419	101	30	197	488	55	10469	27	12
2	618	41472	999	1153	1907	274	426	1062	1335	11	49257	29	29
3	1191	21039	1173	1174	3109	691	673	1476	2694	5769	38989	14	33
4	749	11253	1475	5371	898	452	444	2437	2247	320	25646	.....	5
5	136	6423	215	111	80	88	117	140	522	.....	7832	11	20
6	905	21660	1301	1355	5056	437	1487	1491	5015	623	39330	24	20
7	371	13659	479	876	646	212	468	397	537	.....	17645	27	16
8	5311	175159	6835	57676	10908	2474	3197	15930	9062	24393	310945	479	266
9	55	2851	187	614	648	65	34	113	335	25	4927	13	8
	9446	298363	12931	71285	24671	4794	6876	23243	22235	31196	505040	624	409

TABLE H.—*Books Purchased for Free Libraries in 1889-90.*

FREE LIBRARY	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
1 Berlin	25	95	12	67	41	.....	4	18	20	22	304
2 Brantford	43	414	52	45	6	7	28	73	46	2	716
3 Guelph	45	360	61	62	56	32	17	64	84	11	792
4 Hamilton	630	1245	632	1690	738	381	324	732	687	2480	9539
5 Simcoe	29	48	8	3	9	2	2	10	23	2	136
6 St. Catharines	39	59	25	21	39	1	4	10	9	12	219
7 St. Thomas	55	180	95	30	1	5	40	14	54	2	476
8 Toronto	.....	.....	.....	.. details not given ..				.....	.....	.....	5040
9 Waterloo	.....	32	.....	119	76	.....	4	4	11	2	248
Total	866	2433	885	2037	966	428	423	925	934	2533	17470

Donations in Books to Free Libraries, 1889-90.

	Value.
Brantford	$15 00
Guelph	20 00
Hamilton	400 00
Total	$435 00

TABLE I.—*Evening Classes in Free Libraries—English and Commercial Courses—1889-90.*

FREE LIBRARY.	Number of Students.	Subjects Taught.	
		English Course.	Commercial Course.
Berlin	19		Book-keeping and Arithmetic.
Guelph	39		do do and Writing.
Total	58		

TABLE J.—*Evening Classes in Free Libraries—Drawing—1889-90.*

FREE LIBRARY.	Number of Students.	Subjects Taught.
Berlin	14	Freehand, Geometry, and Perspective.
Guelph	6	Descriptive Geometry, Machine Drawing, Building Construction, and Industrial Design.
Waterloo	21	Freehand, Geometry, Perspective, Model, and Blackboard Drawing.
Total	41	

III.—ART SCHOOLS, AND PROVINCIAL DRAWING EXAMINATIONS.

This important branch of our educational system may be classified under two headings:

(1) Art Schools, Mechanics' Institutes and Free Libraries receiving Government aid; and (2) Institutions affiliated with the Department for examination purposes.

Art Schools in Brockville, Hamilton, Kingston, London, Parkdale, Ottawa, St. Thomas and Toronto, and 213 Mechanics' Institutes and Free Libraries in different parts of the Province are entitled to Government aid. Other institutions affiliated for examination purposes are as follows: Albert College, Belleville; Ladies' College, Brantford; Ladies' College, Hamilton; Lansdowne College, Portage la Prairie, Manitoba; Hellmuth Ladies' College, London; Academy of Painting and Drawing, London; Alma College, St. Thomas; Wykeham Hall, Toronto; Ontario Ladies' College, Whitby; Chautauqua Assembly, Niagara; M. C. R. R. Drawing Classes, St. Thomas; High Schools and Collegiate Institutes; Normal School, Ottawa; Public Schools.

1. Provincial Drawing Examinations.

Simultaneous examinations are conducted in the last week of April in each year. In 1884, in order to encourage the study of industrial drawing throughout the Province, you established a new departmental rule allowing the pupils of any school or college, whether public or private, to compete for the medals and certificates annually awarded by the Education Department for success in drawing, painting, wood carving, modelling, etc. The result has been most satisfactory, for not only has the number of students largely increased in the different branches of the fine arts, but the work of each succeeding year shows marked progress, and particularly so in those branches relating to mechanical technics. The number of examination papers sent out this year was 10,781 primary, 717 advanced, 315 mechanical and 16 for the gold medals, in addition 67 competed for the special medals awarded for industrial designs. The work done during school hours sent in for competition and exhibition amounted to upwards of 3,000 in number, consisting of specimens of architectural drawing, advanced perspective, building construction, civil engineering, china painting, charcoal drawing from life, draped and nude, crayon drawing, descriptive geometry, drawing from antique, freehand drawing, figures from life, historic ornament, industrial designs, landscape drawing, lithographic drawing, model drawing, machine drawing, monochrome, modelling in clay, oil paintings from life, still life, etc., pastel, pen and ink sketches, shading from casts, sepia sketches from life, water color paintings from life, still life, etc. Wood carving and wood engraving.

The rapid progress and growth of this branch of our educational system during the past few years may be seen from the following tables containing the number of certificates granted from 1882 to the 1st of May, 1890:

Table K.—*Certificates awarded in Primary Art Course.*

Year.	Freehand Drawing.	Geometry.	Perspective.	Model Drawing.	Blackboard Drawing.	Teachers' Certificates.	Total.
1882	28	21	17	12	28	.....	106
1883	84	89	58	47	76	.....	354
1884	153	174	139	138	86	66	756
1885	214	529	301	168	198	122	1532
1886	634	672	149	662	414	77	2608
1887	643	1,204	428	444	122	103	2944
1888	805	882	520	403	236	133	2979
1889	1,002	961	394	470	494	187	3508
1890	1,000	1,009	290	811	313	130	3553
Total	4563	5541	2296	3155	1967	818	18340

TABLE L.—*Certificates awarded in Advanced Art Course.*

YEAR.	Shading from Flat.	Outline from Round.	Shading from Round.	Drawing from Flowers.	Ornamental Design.	Teachers' Certificates.	Total.
1883	5	5	12	18	.....	.....	40
1884	16	5	12	12	.....	.....	45
1885	33	18	35	29	.....	4	119
1886	35	24	19	48	.....	3	129
1887	59	27	28	25	34	14	187
1888	22	17	39	44	20	9	151
1889	65	36	58	24	25	14	222
1890	62	30	76	43	22	15	248
Total	297	162	279	243	101	59	1141

TABLE M.—*Certificates awarded in Mechanical Drawing Course.*

YEAR.	Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.	Teachers' Certificates.	Total.
1883	2	3	1	2	3	.....	11
1884	1	1	1	1	1	.....	5
1885	12	32	4	25	12	4	89
1886	14	13	5	28	14	3	77
1887	6	5	12	18	6	2	49
1888	8	7	7	15	11	2	50
1889	13	23	11	20	12	3	82
1890	11	23	5	8	12	2	61
Total	67	107	46	117	71	16	424

TABLE N.—*Certificates awarded for Extra Subjects.*

YEAR.	Drawing from Life.	Painting from Life.	Painting, Oil Colors.	Painting, Water Colors.	Sepia.	Monochrome.	Sculpture in Marble.	Modelling in Clay.	Lithography.	China Painting.	Repoussé Work.	Wood Carving.	Wood Engraving.	Total.
1885.....	.....	.....	9	7	....	.....	.....	14	. ...	.....	.....	.....	.. ..	30
1886.....	.....	.....	12	7	.....	.....	.....	11	.....	.....	... .	7	.....	37
1887.....	7	.....	32	9	.....	.....	.....	8	.....	.....	2	2	.....	60
1888.....	15	12	25	14	13	1	2	10	1	9	2	3	1	108
1889.....	12	8	16	21	3	2	.....	7	2	6	.....	1	3	81
1890.....	7	4	28	18	10	4	.....	7	1	6	.....	4	.....	89
Total...	41	24	122	76	26	7	2	57	4	21	4	17	4	405

2. ART SCHOOL EXHIBITION.

An exhibition of specimens selected from the work sent in for examination, together with those sent for exhibition only, was opened to the public on the 12th of June, 1890, and continued open for several days. The exhibition was kept open at night, and was largely attended by mechanics and manufacturers and others, who evinced great interest in the drawings and designs bearing on their own trades and employments.

The usual conversazione and presentation of medals took place on the opening night. The following extract is from the Toronto *Globe*, 21st June, 1890 :

Industrial Art—The Progress it is making in Ontario.

"The exhibition of the art students which has just been held at the Department of Public Instruction was a splendid evidence of the progress of industrial art education in Ontario.

"The importance of this branch of instruction it is impossible to overestimate. It has done much—it is doing much—to give to the daily life of our citizens a grace and finish that aesthetic reformers long deplored the absence of in the older countries of the world.

"It unlocks the door to a multitude of educating perceptions from which the people have been kept estranged, and it imbues with a sense of refinement the households of the land. We see in little objects, conceived in true artistic spirit and eloquent of the distinguishing tone of modern culture, the awakening to a new artistic life.

"It is this kind of education that has taught the Philistine public, against which the late Matthew Arnold inveighed so bitterly, a true appreciation of the beauty of form as well as the beauty of color. Its influence has been in the direction of sweetness and light. It has inspired the mothers and daughters of the land with ideas which, if they have nothing about them that is heroic, have about them nothing that is not refining.

"It is interesting to note how this art culture—art education—has come to be a potent civilizing factor in our midst, to see the successive stages it has passed through in its process of development. To the Minister of Education, the Hon. G. W. Ross, whose efforts have been ably seconded by Dr. May, the Superintendent of Art Schools, is due the credit of having placed these institutions upon their present highly efficient footing.

"The figures are the best illustrations that can be given of the rapid advance that has been made. In the year 1882 the number of certificates granted in the primary art course was 106, last year the number was 3,508. There were forty certificates in the advanced course granted in 1883, the first year of the establishment of the classes, last year there were 222. In the mechanical drawing course there were eleven issued in 1883, and last year eighty-two.

"The advantages of the excellent method of examination are not confined to Ontario alone. The Minister of Education has introduced the system that obtains in South Kensington, whereby art pupils residing at a distance—for example, Manitoba, Portage la Prairie, and many other places—have been enabled to participate in the results of the examinations during the past year. There is no charge made, and all who have a taste for drawing or painting can present their work for examination just as if they had attended one of the Art Schools here. The system of teaching followed in the Mechanics' Institutes has been attended by excellent results, for the examples of work sent in are not only numerous, but highly meritorious as regards quality.

"The exhibits of this year make a very fine display on the walls of the Model School. The first to which attention should be directed is the work of Miss Anna Selina Wrenshall, of the Kingston Art School, for which the gold medal has been awarded.

"The best drawing from the antique is generally conceded to the Ottawa Art School for Mr. Prudhomme's representation of the Chariot of Aurora. This young artist has developed great ability in work of this class.

"Mrs. Fuller, of the London Art School, shows a beautiful china painting which has been awarded a bronze medal. By the way, painting on china has become quite an industry in the Forest City. There are two factories in existence employing about forty people, and these are mostly pupils of the Art School. The industry has assumed such magnitude that manufacturers in England have began to look upon it with some amount of apprehension, for it has already made its effect felt upon their trade.

"Some excellent workmanship has been displayed in wood carving. Mr. W. Hall, of the London Art School, submitted an artistic design of a winged dragon, which secured a bronze medal. A fine collection of the same class of work has been sent from the Ottawa Art School. There are splendid examples of modelling in clay from the Hamilton, Toronto and London Art Schools, the specimens being in the clay in its natural state, baked clay, and in plaster of paris cast from the clay. The model of the lady sculptors is of more than ordinary merit. The Ontario Ladies' College, Whitby, sends some beautiful paintings in oil and water colors, and there are large collections from Albert College, Belleville, and Alma College, St. Thomas. These are chiefly from life.

"Mrs. Dyer, the wife of the principal of Albert College, displays a pretty taste for domestic art in the painting of an ideal work basket, with knitting needles, worsted and unfinished work upon the table and a candlestick near. From the same school there comes a skilfully devised picture of ripe, red apples, well grouped, pouring from the mouth of a barrel which has been tilted on its side. There is a fine collection of flower pots, products of industrial art, and too much praise cannot be bestowed on these studies. The freehand drawing done in some of the schools is a marvel of neatness. Some of it looks almost like copper plate. Many of the papers in the geometrical branch are worthy of an award for the faultless taste manifested as well as for accuracy. The subject for model drawing in all the Art Schools is a saw, a saw-horse and an axe; and these very familiar, albeit useful, implements had to be arranged in a certain position according to instruction, but the diversity presented by the various youthful artists in their conception of what is required is highly interesting. A few very promising original landscape paintings are sent from the St. Thomas Art School. One by Mr. R. H. Whale from the White Mountains is worthy of special commendation. A collection of admirably executed studies from the antique from Brockville Art School—imitations apparently of French art—also the nice oil and water color sketches were greatly appreciated, and so too were the eight designs for tiles by a child thirteen years of age. I have already referred to the papers of the mechanical courses—building construction and industrial designs—but it is

impossible to speak in too eulogistic terms of the examples submitted by Messrs. Wm. Fingland, Alfred Peene and Arthur Adam, of the Hamilton Art School, who all took silver medals."

The following tables show the number of certificates taken for drawing, painting, etc., for the year ending 30th of April, 1890:

TABLE O.—*Certificates awarded to Art Schools—Primary Course, 1889-90.*

ART SCHOOLS.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Number of Teachers' Certificates.	Grant or Certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total number of Proficiency Certificates taken.		
									$ c.
Brockville	53	8	1	1	14	8	32	.....	27 00
Hamilton	62	11	13	7	19	18	68	5	54 00
Kingston	52	12	13	3	.....	6	34	3	33 00
London	24	8	3	.....	9	6	26	.....	21 00
Ottawa	26	5	2	1	6	2	16	1	11 00
Parkdale	19	4	3	4	6	4	21	2	.....
St. Thomas	23	3	2	1	10	5	21	1	16 00
Toronto	39	20	10	10	17	12	69	7	.....
Toronto (west end branch)	20	3	4	4	5	4	20	2	.....
Total	318	74	51	31	86	65	307	21	162 00

TABLE P.—*Certificates awarded to Art Schools—Advanced Course, 1889-90.*

ART SCHOOLS.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Number of Teachers' Certificates.	Grant for Certificates.
		Shading from Flat.	Outline from Round.	Shading from Round.	Drawing from Flowers.	Ornamental Design.	Total number of Proficiency Certificates taken.		
									$ c.
Brockville	14	1	4	4	1	.....	10	1	8 00
Hamilton	46	10	3	11	10	3	37	.....	36 00
Kingston	25	3	5	15	4	2	29	2	26 00
London	22	9	3	4	2	2	20	1	18 00
Ottawa	17	4	1	3	2	1	11	1	10 00
Parkdale	10	.....	.....	.....	1	.....	1	.....	.....
St. Thomas	11	4	1	2	1	1	9	1	4 00
Toronto	34	16	6	13	10	4	49	1	.....
Toronto (west end branch)	5	2	.....	2	2	....	6	.....	.....
Total	184	49	23	54	33	13	172	7	102 00

TABLE Q.—*Certificates awarded to Art Schools—Mechanical Course, 1889-90.*

NAME.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.						Number of Teachers Certificates.	Grant for Certificates.
		Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.	Total number of Proficiency Certificates taken.		
									$ c.
Hamilton	20	3	6	2	3	3	17	.....	13 00
Kingston	13	4	1	.....	.....	5	10	.....	9 00
London	6	1	.....	.....	.....	.....	1	.....	1 00
Ottawa	21	1	2	.....	.....	1	4	.....	3 00
Parkdale	9	.....	2	.....	1	.....	3	.....	.....
St. Thomas	6	1	1	1	1	1	5	1	.....
Toronto	29	.....	2	1	2	1	6	.....	.....
Total	104	10	14	4	7	11	46	1	26 00

TABLE R.—*Certificates awarded to Art Schools—Special Subjects, 1889-90.*

NAME.	Number of Students for Examination.	NUMBER OF PROFICIENCY CERTIFICATES TAKEN.										Total number of Certificates taken.
		Painting from Life.	Drawing from Life.	Painting, Oil Colors.	Painting, Water Colors.	Sepia Drawing.	Monochrome Painting.	Modelling in Clay.	Wood Carving.	Lithography.	China Painting.	
Brockville	3	1	1	1	....	....	....	....	....	....	....	3
Hamilton	20	3	....	2	1	1	1	4	....	....	....	12
Kingston	6	....	....	1	1	....	....	....	....	1	....	3
London	18	....	....	1	....	....	....	2	1	....	6	10
Ottawa	13	....	5	3	3	....	3	....	3	....	....	17
Parkdale	1	....	....	1	....	....	....	....	....	....	....	1
St. Thomas	3	....	....	3	....	....	....	....	....	....	....	3
Toronto	12	....	....	4	1	9	....	....	....	....	....	14
Toronto (west end branch)	7	....	....	....	....	....	....	1	....	....	....	1
Total	83	4	6	16	6	10	4	7	4	1	6	64

TABLE S.—*Certificates awarded to Mechanics' Institutes and Free Libraries.—Primary Course, 1889-90.*

MECHANICS' INSTITUTES AND FREE LIBRARIES.	Number of Students for Examination.	Number of Proficiency Certificates taken.						Number of Teachers' Certificates.	Grants for Certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total Number of Proficiency Certificates taken.		
Berlin, F. L.	6	2	..	.....	1	1	4	.....	4
Caledonia	12	10	8	4	11	4	37	2	20
Cannington	13	10	7	3	7	4	31	1	22
Durham	14	11	6	4	4	3	28	1	21
Elmira	11	4	7	4	4	6	25	4	16
Milton	44	11	13	.....	11	3	38	.....	31
Owen Sound	96	10	23	15	35	5	88	3	44
St. Mary's	15	1	.....	.....	1	1	3	1	
Waterloo, F.L.	22	8	9	1	13	5	36	2	27
Watford	46	19	19	.....	17	5	60	.....	
Woodbridge	5	1	1	2	2	1	7	1	3
	284	87	93	33	106	38	357	15	209

TABLE T.—*Certificates awarded to Mechanics' Institutes.—Mechanical Course, 1889-90.*

MECHANICS' INSTITUTES.	Number of Students for examination.	Number of Proficiency Certificates taken.					
		Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.	Total Number of Certificates.
Carleton Place	2	.....	2	.....	.....	.....	2
Peterboro	12	.....	6	.....	.....	.....	6
	14	.....	8	.....	.....	.....	8

TABLE U.—*Certificates awarded to High Schools, Colleges, etc.—Primary Course, 1889-90.*

NAME.	Number of Students for Examination.	Number of Proficiency Certificates taken.						Number of Teachers' Certificates.—Primary Course.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total Number, Proficiency Certificates.	
Alexandria, High School	50	5	18	1	2	.....	26	.....
Athens, High School	33	8	15	5	9	1	38	.....
Aylmer, High School	114	28	59	10	19	1	117	2
Belleville, Albert College	20	11	5	1	3	4	24	.....
Belleville, High School	149	42	50	16	52	7	167	9
Berlin, High School	15	8	8	4	8	3	31	1
Caledonia, High School	110	48	55	14	25	12	154	9
Cayuga, High School	14	4	4	4	4	3	19	4
Chatham, Collegiate Institute	123	45	43	8	25	7	128	2
Fonthill, Public School	7	2	.....	.....	5	1	8	.....
Georgetown, High School	49	19	13	4	21	7	64	.....
Goderich, High School	68	25	15	3	3	.....	46	.....
Hamilton, Model School	22	15	14	10	8	4	51	3
Ingersoll, Collegiate Institute	36	10	13	8	17	2	50	1
Iroquois, High School	76	45	37	9	36	6	133	6
Kemptville, High School	57	19	26	4	12	3	64	.....
Leamington, Public School	7	3	1	1	.....	1	6	.....
Lindsay, Collegiate Institute	192	30	39	16	46	32	163	4
London, Collegiate Institute	182	16	34	1	13	3	67	.....
London, Academy of Painting	8	5	.....	.....	4	6	15	.....
Morrisburg, High School	107	27	21	8	21	10	87	2
Niagara, High School	18	4	6	.....	2	.....	12	.....
Niagara Falls South, High School	24	9	17	6	9	2	43	2
Normanby, Public School	5	2	3	.....	4	1	10	.....
Odessa, Public School	14	6	2	1	3	1	13	.....
Orangeville, High School	66	22	26	8	3	3	62	.....
Oshawa, High School	54	38	20	2	18	2	80	.....
Ottawa, Normal School	58	20	28	9	23	15	95	4
Owen Sound, Collegiate Institute	185	41	58	16	36	12	163	8
Parkdale, Collegiate Institute	72	31	12	.....	8	2	53	.....
Parkhill, High School	45	9	16	1	12	2	40	2
Perth, Collegiate Institute	69	41	26	7	23	6	103	4
Portage la Prairie, Art School	5	5	2	1	3	2	13	1
Prescott, High School	13	3	5	.....	6	.....	14	.....
Ridgetown, Collegiate Institute	75	27	37	11	29	7	111	8
Seaforth, Collegiate Institute	47	12	4	.....	3	1	20	.....
Simcoe, High School	33	14	6	6	14	8	48	4
Stratford, Collegiate Institute	169	29	46	2	16	6	99	.....
St. Thomas, Alma College	28	20	5	2	12	8	47	3
St. Thomas, Collegiate Institute	108	21	31	8	9	3	72	.....
St Thomas, M.C.R.R. Drawing Classes	8	3	2	.....	1	1	7	.....
Tilsonburg, High School	24	7	6	3	12	2	30	3
Vienna, High School	35	12	8	2	13	3	38	1
Welland, High School	39	13	1	2	5	1	22	.....
Whitby, Ladies' College	3	2	3	2	3	2	12	2
Whitby, Collegiate Institute	65	21	16	4	8	3	52	3
Woodstock, Collegiate Institute	17	6	8	4	5	1	24	4
Total	2718	833	864	224	613	207	2741	92

TABLE V.—*Certificates awarded to High Schools, Colleges, etc.—Advanced Course, 1889-90.*

NAME.	Number of Students for Examination.	Number of Proficiency Certificates Taken.						Number of Teachers' Certificates.
		Shading from Flat.	Outline from Round.	Shading from Round.	Drawing from Flowers.	Ornamental Design.	Total number of Proficiency Certificates taken.	
Belleville, High School	7	.....	.....	.....	.....	.....	.....	.....
Belleville, Albert College	10	2	.....	1	.....	.....	3	.....
London, Academy of Painting	11	3	1	6	5	.....	15	.....
Oshawa, High School	8	.....	.....	.....	.....	.....	.....	.....
Portage la Prairie, Manitoba, Lansdowne College	5	1	.....	4	.....	.....	5	.....
St. Thomas, Alma College	13	3	4	6	3	7	23	6
Whitby, Ladies' College	3	3	2	3	1	2	11	2
Total	57	12	7	20	9	9	57	8

TABLE W.—*Certificates awarded to Ladies' Colleges, etc.—Special Subjects, 1889-90.*

NAME.	Number of Students for Examination.	Number of Certificates Taken.			
		Drawing from Life.	Painting, Oil Colors.	Painting, Water Colors.	Total.
Belleville, Albert College	7	.....	4	3	7
London, Academy of Painting	1	1	1	1	3
St. Thomas, Alma College	5	.....	4	5	9
Whitby, Ladies' College	3	.....	3	3	6
Total	16	1	12	12	25

During the summer holidays Drawing Classes for teachers were conducted at Chautauqua, Niagara-on-the-Lake; the examination was held on the 9th, 11th and 12th of August, and the following certificates awarded.

TABLE X.—*Certificates awarded at Summer Session, 1890.—Primary Course.*

NAME.	Number of Students for Examination.	Certificates Taken.						Number of Teachers' Certificates, Full Course.
		Freehand Drawing.	Geometry.	Perspective.	Model.	Blackboard.	Total.	
Niagara-on-the-Lake	12	6	.....	1	6	3	16	1
Brockville Art School	1	.....	1	1	.....	.....	2	1
Total	13	6	1	2	6	3	18	2

TABLE Y.—*Certificates awarded at Summer Session, 1890.—Advanced Course.*

NAME.	Number of Students for Examination.	CERTIFICATES TAKEN.					
		Shading from Flat.	Outline from Round.	Shading from Round.	Drawing from Flowers.	Ornamental Designs.	Total number of Proficiency Certificates.
Niagara-on-the-Lake	7	1	..	2	1	.....	4

TABLE Z.—*Certificates awarded at Summer Session, 1890.—Mechanical Course.*

NAME.	Number of Students for Examination.	CERTIFICATES TAKEN.						
		Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.	Total number of Proficiency Certificates.	Number of Teachers' Certificates.
Niagara-on-the-Lake	2	1	1	1	1	1	5	1

The total number of examination papers sent out this year was as follows :

Primary Course.

Freehand	2,759	
Geometry	2,266	
Perspective	1,816	
Model	2,170	
Blackboard	1,853	
		10,864

Advanced Course.

Shading, flat	169	
Outline, round	120	
Shading, round	165	
Flower drawing	167	
Ornamental design	88	
Competition for gold medal	16	
		725

Mechanical Course.

Descriptive geometry	70	
Machine drawing	63	
Building construction	59	
Industrial design	73	
Advanced perspective	65	
		330
Total		11,919

The following medals and special certificates were awarded for the year ending 30th of April, 1890 :—

Gold Medal.

Presented by the Minister of Education for Advanced Course :—Industrial designs and drawing from the antique, Miss Annie S. Wrenshall, Kingston Art School.

Silver Medal.

Presented by the Minister of Education for the highest number of marks in the Mechanical Course, Wm. Fingland, Hamilton Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for designs suitable for industrial purposes, Arthur Adam, Hamilton Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for designs suitable for industrial purposes, Lucy MacRae, Belleville High School.

Silver Medal and Certificate.

Presented by the Minister of Education for designs suitable for industrial purposes, Mina Straith, Owen Sound Mechanics' Institute.

Silver Medal and Certificate.

Presented by the Minister of Education for the best specimens of machine drawing, Walter Maw, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best specimens of building construction, Alfred Peene, Hamilton Art School.

Bronze Medals.

Wood carving, Walter Hall, London Art School.
Painting in china, Mrs. Fuller, London Art School.
Painting from life, Celia Kearns, Brockville Art School.
Lithography, R. Allan, Hamilton Art School.
Drawing from life, Albert Ewart, Ottawa Art School.
For the highest number of marks in the Primary Course in Mechanics' Institutes, Solomon Laschinger, Elmira Mechanics' Institute.
For the highest number of marks in the Primary Course in High Schools, Arthur Shaver, Iroquois High School.
For the highest number of marks in the Primary Course in Art Schools, Elizabeth Murray, Hamilton Art School.

Teachers' Primary Art Certificates (Full Course).

(*Continued from page 269, Annual Report, 1889.*)

Name.	Address.
Males.	
Aylesworth, Fred	Kingston.
Baker, Henry S	Kingston.
Baldwin, Daniel	Iroquois.
Birchard, A. F.	Chautauqua.
Booth, Nathan	Belleville.
Bouck, Chester W	Morrisburg.
Brock, M	Ottawa.
Challen, Clarence	Simcoe.
Chapman, George	Caledonia.
Cheswright, R. C	Caledonia.
Defoe, Fred	Belleville.
Dempster, Jas. Herbert	Ridgetown.
Dettrick, Thomas	Perth Coll. Inst.
Drummond, Andrew	Perth.
Farewell, Elias E	Owen Sound.
Filmar, John	Caledonia.
Fingland, Wm	Hamilton.
Fosbery, Ernest	Ottawa.
Fox, N. B	Ottawa.
French, Bruce	Caledonia.
Frost, Walter	Belleville.
Furlong, Thomas H	Simcoe.
Gardiner, Weston	Ridgetown.
Gibson, William	Iroquois.
Gray, R. M	St. Marys.
Green, Abram	Ridgetown.
Green, Henry A	Woodstock.
Groh, Sylvanus	Waterloo.
Hamilton, Wm	Woodstock.
Hage, Frank	Caledonia.
Harper, J	Elmira.
Hodgins, Elmer	Parkhill.
Hodgson, Peter	Caledonia.
Hodge, G	Ottawa.
Hudspeth, Weylie	Caledonia.
Hutt, W. N	Niagara Falls, S
Jamieson, Alfred G.	Hamilton.
Kilmer, Ernest	Vienna.
Klinck, George	Elmira.
Laschinger, Solomon	Elmira.
Lindsay, Robert	Brockville.
Lockie, Everard J	Parkhill.
Luton, James	Owen Sound.
Morrison, Wm	Owen Sound.
McBrien, Edward	Whitby.
McTavish, Frank	Ridgetown.
McVicar, John	Aylmer.
Orchard, W. J	Ottawa
Parkin, Howard	Lindsay.
Patterson, John J	Whitby.
Peene, Alf. W	Hamilton.
Pyke, George	Parkdale.
Quinsey, Wm. J	Caledonia.
Riseborough, Geo	Chatham.
Reycraft, Bertie	Ridgetown.
Salton, George E	Waterloo.
Shaver, Arthur	Iroquois.
Sloggett, Wm. V	Niagara Falls.
Sutor, Samuel	Cayuga.
Sydney, R	Toronto.
Taylor, John B	Elmira.
Teetzel, Fred	Ridgetown.
Thomson, William Henry	Owen Sound.
Walker, John	Caledonia.
Weagant, Herbert	Morrisburg.
Whale, R. H	St. Thomas.
Williamson, David	Caledonia.
Wylie, James	Iroquois.
Wylie, Samuel	Iroquois.
Yarrington, H	Tilsonburg.
Females.	
Baker, Annie	Aylmer.
Banks, Leila Ada	Owen Sound
Bateman, Emily	Belleville.
Beach, Emily	Perth.
Bellsmith, Eva	Toronto.
Bœckh, Georgetta	Toronto.
Brown, Beatrice	Lindsay.
Brown, Carrie J	Tilsonburg.
Brown, Mary E	Whitby.
Browning, Addie	Whitby.
Byam, Maretta	Toronto.
Calvert, Hattie	Owen Sound.
Cook, Mabel	Woodstock.
Corbett, Maggie	Belleville.
Ellis, Kate	Toronto.
Falls, May	Simcoe.
Fleming, Ottie	Owen Sound.
Gee, Alice	Cayuga.
Gibson, Nellie	Tilsonburg.
Gilbert, Bertha	Parkhill.
Graham, Maud E	Owen Sound.
Green, M	Chatham.
Haldane, Maggie	Toronto.
Harley, Olive R	Portage la Prairie.
Hart, Emma	Owen Sound.
Holden, Ella	Belleville.

TEACHERS' PRIMARY ART CERTIFICATES (FULL COURSE).—*Continued.*

NAME.	ADDRESS.	NAME.	ADDRESS.
Females.		*Females.*	
Hunter, Lavonia R	Belleville.	Orme, Minnie	St. Thomas.
Irwin, May	Toronto.	Paterson, Alice	Cayuga.
		Patterson, Effie	St. Thomas.
James, Jane B	Hamilton.	Pettit, R. Beatrice	St. Thomas.
		Perry, B	Toronto.
Love, Annie	Ingersoll.	Pyper, Mary S	Woodstock.
Luxton, Eola	Hamilton.		
		Scott, Maggie	Durham.
Martin, Henrietta	Cannington.	Smith, Jennie	Hamilton.
Mathieson, Bella	Belleville.	Straith, Mina	Owen Sound
Morris, Lizzie	Perth.	Street, Rose	Caledonia.
Murray, Elizabeth	Hamilton.		
MacRae, Lucy	Belleville.	Thomson, Edith	Whitby.
McConnell, Annie	Woodbridge.	Toohey, Annie	Cayuga.
McDonald, Edith	Ridgetown.		
McGuire, Mary	Iroquois.	Waters, Isabella	Hamilton.
McIntyre, Mamie	Lindsay.	Watson, Ethel	Toronto.
McIntyre, Minnie	Lindsay.	Webb, Bertha	Ridgetown.
		Wood, Lazella	Simcoe.
Nicol, Bella	Owen Sound.	Woods, Mary	Berlin.
Nugent, Josie	Lindsay.	Wrenshall, Edith M	Kingston.

Advanced Course, Teachers' Certificates.

Brown, Mary E.—Whitby.
Browning, Addie—Whitby.
Chandler, Flora—St. Thomas.
Cooper, Annie—London.
Greenham, Carrie—St. Thomas.
Holtorf, Clara—Lindsay.
Lindsay, Robert—Brockville.
McGuirl, Thos. H.—Ottawa.
McKenzie, Maggie C.—St. Thomas.
Newlands, A. F.—Kingston.
Patterson, Effie—St. Thomas.
Sprague, Cherry Bell—St. Thomas.
Robertson, Ella S.—St. Thomas.
Whale, R. H.—St. Thomas.
Wrenshall, Edith—Kingston.

Mechanical Course, Teachers' Certificates.

Salten, Geo. F.—Waterloo.
Whale, R. H.—St. Thomas.

1.—REPORT OF THE BROCKVILLE ART SCHOOL FOR THE YEAR ENDING 30TH OF APRIL, 1890.

SIR,—On behalf of the Directors of the Brockville Art School, I beg to submit the following report of the school for the year ending 30th April, 1890:

The following gentlemen constituted the Board for the year:—Neil McLean, President; Judge Reynolds, Vice-President; James Fulford, Treasurer; G. C. McClean, Secretary; G. T. Gorrell, N. B. Colcock, Wm. Shearer, W. C. Austin, Directors.

It is gratifying to state that our Art School is now more appreciated by manufacturers and employers of labor than formerly, the necessity of skilled artisans for success in business enterprises having been pointed out by your Department has induced several of our leading men to take great interest in art education, and recommend their employés to attend the Evening Classes in our school. This has so encouraged us that we intend

employing a special teacher next winter for Industrial and Mechanical Drawing, and we hope before long to take the same proud position in the mechanical course that we already hold in the Advanced Course and in Painting from life.

During the past year we had two terms of 36 lessons each, day and evening classes, with an attendance of 54 pupils, whose ages varied from fifteen to forty years. The following trades and employments were represented in our School, viz. :—Brass-founders, clerks, carpenters, drillers, grinders, laborers, machinists, moulders, painters, school teachers and students.

TREASURER'S STATEMENT.

Receipts.

Pupils' fees	$200 00
Government grant	400 00
Primary certificates	28 00
Advanced "	8 00
Mechanical "	2 00
	$638 00

Expenditure.

Rent, etc	$100 00
Gas account	16 00
Printing and advertising	10 00
Stationery and postage	10 00
Janitor	20 00
Sundries, supplies, etc	85 00
Examination charges	12 00
Express charges	85
Instructor	384 15
	$638 00

G. C. McCLEAN,
Secretary.

Brockville, May, 1890.

2.—REPORT OF THE HAMILTON ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1890.

SIR,—On behalf of the Directors of this school I beg to submit the following report for the school year, 1889-90 :

The following gentlemen constituted the Board for the year :—Lieut.-Col. the Hon. J. M. Gibson, M.A., Q.C., President ; B. E. Charlton, Vice-President ; W. A. Robinson, Hon. Sec.-Treas.; Samuel Barker, A. T. Wood, T. Macpherson, Rev. S. Lyle, B.D., R. Fuller, Hugh Murray, Adam Brown, M.P., D. McClellan (Mayor), and Hugh Brennen (chairman of the Board of Education).

Our rooms in the Canada Life Assurance Company's building have again been used during the year, but were found to be too small for the advanced nature of the work done, although they answered well as long as the work was of a more elementary character. The annual rental of $700 has also again been a great drain on the funds of the school. Arrangements have now been made with the Public Library Board for a lease to the Art School of the upper portion of the new Library building, which portion is being specially built and arranged as an Art School. This change will reduce our cost for rent and at the same time give us larger accommodation and better light.

The work in all branches has been decidedly better than that of previous years. Mr. S. J. Ireland has continued to act as Principal of this School, Mr. A. H. Hemming has continued as assistant. It was found necessary on account of increased attendance at the Saturday class to appoint another assistant teacher, in consequence of which Miss Annie Dickson has had charge of the elementary pupils in this class for most of the year.

The classes opened on the 10th of September, 1889, with an exhibition of the work done during the previous year, supplemented by that of the Vacation Sketching Club. The prizes and certificates were then distributed.

The attendance at the evening classes has been much better than in previous years, nearly all the students who joined in September have continued throughout the year. The Saturday morning class has also been better attended, but the day classes show a slight falling off, accounted for probably by epidemic sickness. The class for painting from nature has been again a much appreciated one.

The total number of individual students enrolled during the year is 126, being 74 males, 52 females.

It is again satisfactory to report that the students appreciate the value of the work and more thoroughly train themselves, so that Drawing, Designing, Modelling, etc., may be of assistance in business enterprises rather than for the acquisition of an accomplishment. Students who intend following the profession of architects, lithographers, decorators, engravers, portrait painters, etc., have worked in the school all day and some during every day in the week.

Employers now take boys who have been trained in this school and pay them a salary almost at once, whereas previous to the establishment of this school such boys had to give their services for two years without remuneration. The class for painting from the living model has again been the feature of the school.

The Model School teachers have not attended a special course of lessons this year as they did last, some members of the Board of Education thinking the Education Department of the Province should bear this expense, and not individual boards. This is to be regretted, as to be successful a preliminary knowledge of drawing properly implanted by the Public School teachers, is absolutely necessary for the practical work afterwards in the Art Schools.

Lectures were given by Mr. S. J. Ireland, the Principal, to the students and subscribers at the school on "Colors, Chromatics and the Permanency of Pigments," "History of Ornamentation," "Units and motives of Design," "Artistic Furnishing."

The following is the number of pupils who received instruction during the year in each department of study as follows:—Freehand from copies, 100; model drawing, 74; primary perspective, 27; advanced perspective, 14; practical architectural perspective, 3; drawing flowers from nature, 30; ornamental design, 25; designing tiles, 4; designing stoves, 6; designing carved panels, 3; wood carving, 2; modelling in clay and plaster casting, 7; lithograph, 3; etching on copper, 2; machine drawing, 16; projection of shadows, 5; architectural drawing and construction, 7; shading from copies, 28; book illustration, 2; sepia (from cast), 7; civil engineering, 2; primary plain geometry, 47; advanced and descriptive geometry, 32; memory drawing, 65; outline from the cast, 35; shading from the cast, 40; drawing and shading from the antique figure, 20; oil painting from copies, 3; oil painting from still life, 6; oil painting from landscape, nature, 3; water color from still life, 5; water color from life, 1; water color from landscape, nature, 7; water color from copies, 8; historic ornament, 10; drawing from life, 2; oil monochrome from cast, 9; artistic anatomy, 7; architectural design, 5.

In the annual Provincial competition Elizabeth Murray of this Art School obtained the Bronze medal for the Primary course; William Fingland, Silver medal for Mechanical course; A. W. Peene, Silver medal for Architectural drawing; Arthur Adam, Silver medal for design for mantel tiles; and Richard S. Allan, Bronze medal for Lithograph.

The following certificates were also taken by students in this Art School in subjects named:—Freehand, 11; model drawing, 19; geometry, 13; perspective, 7; blackboard, 18; outline from round, 3; shading from flat, 10; shading from round, 11; drawing from flowers, 10; ornamental design, 3; descriptive geometry, 3; advanced

perspective, 3; machine drawing, 6; building construction, 2; painting from life, 3; industrial design, 3; oil painting, 2; water color, 1; sepia drawing, 1: oil monochrome, 1; modelling in clay, 4.

The equipment of the School has been fully maintained. Additional teaching apparatus having been furnished during the year, and arrangements made for still further additions as soon as the School is removed into the new Library building, which is expected to take place before the opening of the School for next season.

The following is an abstract of receipts and expenditure for the year:

TREASURER'S STATEMENT.

Receipts.

Balance from previous year	$43 57
Students' fees	896 72
City grant	300 00
Interest, etc	175 63
Government grant	400 00
Government grant for certificates	103 00
Members' annual fees	67 00
From guarantee fund	149 90
	$2,135 82

Expenditure.

Salary of Principal and Assistants	$1,212 29
Rent of school room	729 17
Gas account	69 53
Advertising, printing and stationery	66 04
Furnishing, equipment, etc	19 30
Sundries (including hire of living models)	39 49
	$2,135 82

W. A. ROBINSON,
Hon. Sec.-Treas.

Hamilton, June, 1890.

3.—REPORT OF THE KINGSTON ART SCHOOL FOR THE YEAR ENDING APRIL 30TH, 1890.

SIR,—I have the pleasure of submitting to you the report of the Kingston School of Art for the session of 1889-90.

The names of directors for the year were: Richard T. Walkem, Q.C. (President), Miss Gildersleeve (Vice-President), R. V. Rogers (2nd Vice-President), R. S. Dobbs, Rev. Principal Grant, Miss Maud Betts, Miss Ella Fraser, F. J. Leigh, E. H. Smythe, Q.C., G. E. Hague.

The classes re-opened on the first Monday in October with a full attendance, which increased during the term, but owing to the epidemic so prevalent during the past winter, the attendance of pupils was seriously interfered with after the new year.

An increased interest has been shown in the work of the school, and evidence of its usefulness is most apparent.

The whole number of pupils on the roll during the session was:

Evening class	55
Afternoon class	36
Painting class	21

the average attendance however being considerably under these numbers.

At the examinations which took place at the end of April, about 45 pupils presented themselves for examination, the result showing an increased number of certificates in the Advanced and Mechanical grades, in addition to the Minister of Education's gold medal won by Miss Annie S. Wrenshall, a pupil of the school.

The general results have been most satisfactory to the directors of the school, though they regret, that many of the best pupils do not present themselves for Examination either from inability or indifference; had it not been for this, the result would have been still more favorable.

TREASURER'S STATEMENT.

Receipts.

Balance	$39 01
Student's fees	304 57
Government Grant	483 00
	$826 58

Expenditure.

Paid Printing and advertising	$38 50
" Rent, heating, lighting, etc.	120 00
" Examiners' fees	12 50
" Sundry expenses	11 57
" Salaries	625 00
" Balance	19 01
	$826 58

W. B. WATERBURY,
Secretary.

Kingston, June 1890.

4.—REPORT OF THE LONDON ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1890.

SIR.—On behalf of the directors of the above school, I have the honor to submit the report and financial statement of the school, for the year ending the 30th of April, 1890. The names of the directors for the year being: Col. Walker (President), James Griffiths, R.C.A. (1st Vice-President), Talbot Macbeth (2nd Vice-President), Col. Lewis, John Marshall, W. C. L. Gill, W. R. Meredith, M.P.P., George Durand, C.E., F. Leonard, F. Peters, C.E., Wm. Bowman, Thomas Tracy, C.E., James Cowan, E. T. Essery, John H. Griffiths, John R. Peel, John H. Griffiths (Secretary-Treasurer), J. T. Dewer (Auditor).

I am exceedingly sorry to have to report the loss the school has sustained in the death of our late President Col. Walker, who has been the President of the school from the time it was first established, and who had taken such a deep interest in its welfare.

The total number of pupils in attendance during two terms was 101, and the curriculum of studies as required by your department has been strictly carried out. At the Examinations which took place in May last, a large number of certificates were awarded to the pupils, besides two medals, one for drawing, for lithography, and one for china painting; and from the number of pupils competing this year, we are in hopes of still greater results

TREASURER'S STATEMENT.

Receipts.

By Government grant to school	$400 00
" " certificates.,	36 00
" Fees from pupils	179 25
" Interest to December 31st, 1889	9 48
	$624 73

Expenditure.

To Tuition fees, John R. Peel	$81 77	
" " " John H. Griffiths	127 30	
" Rent of rooms	131 25	
" Gas Company account	36 15	
" Printing, advertising, etc.	47 50	
" Insurance	6 00	
" Examiners' fees	19 20	
" Fuel, $9.90, Incidentals, $12.00	21 90	
" Secretary's salary	50 00	
" Balance due Secretary-Treasurer, last audit	17 53	
		$538 60
Balance, in Huron and Erie Bank to the credit of the school on April 29th, 1890		$86 13
		$624 73

JOHN H. GRIFFITHS,
Secretary-Treasurer.

London, May 1890.

5.—REPORT OF THE OTTAWA ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1890.

ART ASSOCIATION OF OTTAWA.

Founded, 1879. *Incorporated, 1883.*

PATRON—His Excellency Baron Stanley of Preston, Gov. Gen.
PRESIDENT—Mr. Sanford Fleming, C.M.G., D.C.L.

SIR,—I have the honor in accordance with the request of your department, to furnish the following report, indicating the work of the Art Association of Ottawa in connection with the school here maintained by it, for the 11th session, which ended on the 30th April last, and such further information, relative to the Association itself, as can be afforded, in view of the fact that the accounts for the year are not yet closed, and that the annual meeting has not yet been held.

The Association consists of 34 life members (donors of $50 and over), one having been added during the year: and 30 ordinary members, subscribers of $5: making a total of 64.

Its affairs are controlled by a Board of Directors, the president elected last year being Mr. Sandford Fleming, C.M.G.

The teaching staff last session consisted of five masters, and an instructress in art needlework, unpaid. The following list gives their names and branches of study, in day and evening classes :

Life, nude and draped, oil and water color paintings, drawings from the antique : Mr. Franklin Brownell, head master (pupil of Bouguereau and Bonnat, and an exhibitor in the Paris salon).

Design, freehand, and architectural drawing : Mr. Fennings Taylor (certificated by the Ontario Education Department).

Mechanical drawing, locomotive and stationary engine, and mill work : Mr. J. B. Lamb, engineer.

Practical geometry and perspective : Mr. J. T. Bowerman (certified by the Ontario Education Department).

Wood carving : Mr. F. P. D. Bartolome.

Art needlework : Miss Barrett.

The school session opened on the 1st November, 1889, and closed on the 30th April, 1890 ; a term of 6 months. Classes were held each week-day morning from 10 to 1, and each evening from 7 to 10. A special class for the study of art needlework was held on two afternoons in each week.

The total number of individual students attending was 94, of whom the following is a classification according to subjects :

Life	5	Design (including Architectural work)	22
Oils	4	Machine drawing	16
Water colors	4	Geometry and perspective	15
Antique cast	33	Wood carving	6
Freehand	21		

In addition to the above 34 ladies attended the art needle work class.

The following trades and professions were represented by the students, viz. : architectural students, carriage painters, carpenters, cabinet-makers, engineers, millwrights, machinists, masons, moulders and pattern makers.

The number of pupils presenting themselves at the government examination held at the close of the session was 77.

The number of certificates taken was 48.

A pupil of this school obtained the medal for drawing from life, offered for competition by your department this year.

The following specimens of student's work executed during the session were sent to your department for examination in May last :

Nude	7	Industrial design	4
Antique cast	62	Architecture	25
Still life	10	Perspective	4
Draped life	9	Machine	25
Ornamental design	10	Water colors	28
Freehand	15	Oils	25

The following is the financial statement of receipts and expenditure for the fiscal year up to the 1st June, 1890, subject to the additions and amendments which will appear in the report, to be presented to the Association at its next annual meeting :

TREASURER'S STATEMENT.

Receipts.

Balance brought over	$ 19 27	
Subscriptions	150 00	
Grant from Royal Academy	150 00	
Fees from 1st Nov., '89 to 1st June, '90	498 90	
Donations	300 00	
Proceeds of new mortgage ($1,000) net	995 55	
		$2,113 72

Expenditure.

Salaries from 1st Nov. to 1st May, '90, 6 months	$1,196 00	
Interest on mortgage,	252 49	
Outstanding note of last year paid off	270 00	
Interest on do	12 00	
Life models and studies	72 25	
Fuel	75 00	
New casts	66 25	
Insurance	38 00	
Painting and glazing	30 55	
Printing	15 00	
Exhibit at Central Fair	11 50	
Sundries—cleaning, snow clearing, and char-work	26 85	
		2,065 89
Balance on hand		47 83
		$2,113 72

Before the annual meeting, which will be held at an early date, all outstanding liabilities will, it is expected, be covered by the Government grant, and the first collection of unpaid fees and donations.

The Association holds a valuable property in the city, which is however subject to a mortgage of $5,000.

FREDERICK A. DIXON,
Secretary.

Ottawa, June, 1890.

6.—REPORT OF THE *PARKDALE ART SCHOOL FOR THE YEAR ENDING 30TH OF APRIL, 1890.

SIR,—The second annual meeting of Parkdale Art School was held on the 15th instant, the President stated that the City of Toronto had granted $500 to our Art School on the understanding that branch schools should be established in other districts.

The Directors elected were Mr. J. Dilworth, President, Mr. Geo. Sinclair, Treasurer, Mr. R. W. Hicks, Secretary, Alderman Booth, Messrs. Graham, Hunter, Terry and Saunders, and Mayor Inglis.

The Secretary reported that fifty-two students had been in attendance, of whom 35 were males and 17 were females. The total number of two hour lessons given was 185. The school was well conducted and excellent work has been done.

It is expected that in future the good influence of Parkdale Art School will be much extended if an expected financial support is guaranteed by the municipality.

* As Parkdale has been incorporated with the City of Toronto, its Art School is now closed.

TREASURER'S STATEMENT.

Receipts.

Balance from previous year	$187 20
Government grant 1888-9	400 00
do certificates	19 00
Rebates on notes	2 10
Fees	197 00
Proceeds of Directors' notes	196 10
Grant from city	500 00
	$1,501 40

Expenditure.

Rent	$183 28
Salaries	716 85
Gas and fuel	97 41
Printing and stationery	17 90
Plumbing	8 70
Art supplies	20 28
Bank notes	400 00
Balance on hand	56 98
	$1,501 40

R. W. HICKS,
Secretary.

Parkdale, May, 1890.

7.—REPORT OF THE ONTARIO SOCIETY OF ARTISTS FOR THE YEAR ENDING APRIL 30TH, 1890.

SIR,—I have pleasure in submitting, on behalf of the executive council, the following report:—

The year past has been one of progress. The enthusiasm of the professional members is well sustained, and we have been much encouraged and stimulated by the kindly expressions and co-operation of our honorary members. It is gratifying to state that our membership has been increased by the election of 6 painters and 4 architects and designers, and it is pleasing to notice that the influence of our Society is felt and acknowledged in places so remote as Manitoba and British Columbia. We have applications for membership from both these places. Our total membership is now 54. Our loss has been only 2. One, a lady member who resigned in prospect of her departure from Canada for an indefinite period. We have pleasure in thinking that before long our Province will have the benefit of her extended culture and experience, meanwhile our good wishes attend her. One of our old members (Mr. Baigent), has passed from this life. As one of the charter members of this Society, he ever took a deep interest in all matters affecting our welfare, as well as in the progress of art in our city. Increasing deafness caused him to cease attending our meetings, but his interest in no measure decreased. In our business meetings we miss his honest and thoughtful advice, and in our social gatherings we shall lose his genial and kindly expressions.

Our last exhibition was held in the large room of the Canadian Institute, and was a successful effort as regards quality of work. It is gratifying to record that on that occasion the sale of pictures largely exceeded the sales of several preceding years. We are satisfied that one result of our last exhibition is a closer bond of fellowship between Art and Literature. The exhibition resulted in a loss of about $114. We bear this annual penalty cheerfully, in the consciousness that our loss, financially, has been the peoples' gain, educationally, feeling more than ever satisfied that the appreciation of good works of Art is steadily increasing.

In compliance with the request of the Fine Arts committee of the Industrial Exhibition Association your executive drew up a series of propositions as a basis for our management of the Art Exhibit at the annual fair in September next. These are too lengthy for insertion in this report, but all parties to the arrangements are confident of great success, if loyally supported by our own members. With regard to sales of pictures, apart from our annual exhibition, we are not in a position to speak.

At the beginning of the year an attempt was made to establish classes under the auspices of the society, but owing to the lateness of commencing, small success attended the effort; but it is pleasing to know that students in the higher branches of art are becoming more appreciative of the academic training of our members and are putting themselves under the direction of our professional members. I would suggest that immediate steps be taken to strengthen our position with regard to art education, so that on this line our influence may be felt throughout the Province.

During the past winter we were compelled to relinquish our pleasant gatherings for sketching and reading of essays in consequence of the time at our monthly meetings being occupied in revising our constitution and by-laws. This work is now complete, and copies of the revision will shortly be placed in your hands. In the month of November last, through the kindly arrangement of Mr. J. E. Thompson, the society held a conversazione in the new "Toronto Art Gallery," which, except financially, was a great success. The society would acknowledge the generosity of Mr. Thompson in his relieving the society from loss. It is hoped that next winter we shall be able to resume the more social features of our meetings, availing ourselves of promised assistance from our literary friends.

Since our last annual meeting several meetings have been held to consider the expediency of securing a building for art purposes, and propositions were made to the Royal Canadian Academy of Arts with a view to mutual help and work in this matter. The R.C.A., however, declined to entertain the proposals, and we are satisfied that any movement for obtaining a permanent home must rest with ourselves.

The revision of our constitution gives us power to elect honorary members on the basis of an annual subscription of $5, independent of any subscription to the Art Union. It is believed that this arrangement will meet with approval from many who may be indifferent to any advantages of the Art Union, and the Society confidently looks for a generous response to their efforts to gratify their art patrons. Provision has also been made for the enrolment of life members on payment of $100. Mr. Reford has already availed himself of this arrangement and has, since the closing of last year's accounts, given $100, his subscription, and another $100 towards a building fund. We hope that many of our honorary members will follow the example and do likewise.

The financial statement is laid before you in the hope that the care and economy of your executive will prove satisfactory.

TREASURER'S STATEMENT.

Balance Sheet 1st May, 1890.

Assets.	Dr.
Due by members	$488 78
Sundry debtors	10 00
Painting and Furniture (not estimated)	.....
Cash on hand and in Bank	747 74
	$1,246 52

Liabilities.	Cr.
Due to members	$424 09
A. U. of Canada	218 40
Sundry Creditors	48 38
O. S. A. being surplus assets	555 65
	$1,246 52

Year to 1st May, 1890.

Receipts.

Government grant	$500 00
Members' fees	500 00
Interest, etc	22 84
Total	1022 84
Surplus assets 1st May, 1889	952 60
	$1,975 44

Expenditure.

Old liabilities	$766 01
Old Art Union coupons and prizes redeemed	173 90
Secretary, auditor, rent and sundries	266 21
Members' fees estimated not recoverable	100 00
Loss on Exhibition, 1889	113 67
Total expenditure	$1,419 79
Surplus assets 1st May, 1890	555 65
	$1,975 44

WM. REVELL,
Vice-President.

Toronto, June, 1890.

IV.—SCIENTIFIC INSTITUTIONS.

I.—Report of the Canadian Institute, Toronto, for the Year Ending 30th April, 1890.

The Council of the Canadian Institute has the honor to lay before its members its Forty-First Annual Report.

The work in the Institute has been well maintained during the year. An increased interest and impetus to original research have been imparted through the visit of the American Association for the Advancement of Science.

The Council takes much pleasure in reporting that the visit of the above-named society to this city, between the 27th August and 3rd September, 1889, was most successful; there was a large attendance of members, 421 being present, and it was remarked as a rare occurrence, that there were so many ex-presidents present. Out of 62 new Canadian members, 35 were members of the Institute. The number of papers contributed by Canadians was large, the members of the Institute contributing their full proportion.

The Council desires to express its hearty thanks to the several bodies who gave up the use of their buildings, to the press for the close attention given to the meetings and the very extensive reports of them, and to the ladies and gentlemen, who, through their kind hospitality, aided so much in the social part of the meetings.

The interest in the movement for the introduction of cosmic time is well maintained, and is increasing. The American Society of Civil Engineers has issued several valuable reports detailing its extension on this continent and in other countries; over 230 railway companies in North America use this system; the Kingdom of Prussia has adopted it, and it is being introduced into Austria. Dr. Robert Schram, of Vienna, and Prof. Pasquier, of Louvain, have been directly instrumental to much of its extension in Europe. Petitions from the Institute have been presented to His Excellency the Governor-General, the House of Commons, the Senate, His Honor the Lieutenant-Governor, and the Legislative Assembly of the Province of Ontario, praying for the legalizing of this mode of time reckoning. A bill has been read for the first time in the Senate, entitled "An Act respecting the Reckoning of Time."

The thanks of the Institute are due to Dr. Fleming for his unremitting interest in this subject.

The Council deplores the destruction of our Provincial University by fire; a resolution of sympathy has been sent to the Senate and College Council.

The meetings continue to be well attended; there were 21 ordinary meetings, at which 30 papers were read, and 36 meetings of the several sections, at which 32 papers were read.

The Council again acknowledges its thankfulness to the generosity of the Provincial Government, for once more placing the sum of $1,000 at the disposal of the Institute for archæological research. Many of the cases have been re-arranged to facilitate the study of the specimens, and the history thereby imparted. A very full descriptive catalogue has been compiled and appended to the valuable report prepared by the Curator and published as an appendix to the report of the Honorable the Minister of Education.

The museum was visited by a large number of the leading American archæologists, who were very much pleased with the collection, and surprised at the result arrived at by such a moderate expenditure of money.

The Institute has received invitations from the Towns of Orillia, Barrie, and Niagara, and the Chautauqua Company of Niagara, to hold a summer convention in each town. The Council has accepted that of the Town of Niagara, and preparations are being made for holding a meeting there.

Increased shelving is being put up in the library; this will permit the books to be better arranged and classified, and more readily accessible to members. There is urgent need of a fund for binding purposes. Valuable additions are being made constantly, and the destruction of the university library makes ours of greater increasing value as a library of reference.

The treasurer's statement shows a satisfactory balance at the credit of the Institute.

The membership has been increased during the year by 26 elections, of whom 18 have fulfilled the conditions and become active members. The policy entered upon last year of enforcing the regulations regarding arrears has been carried out this year; there are now very few members in default.

The Council expresses its deepest regret for the loss sustained by the Institute in the sudden death of Mr. Alexander Marling, LL.B., who was a member of Council, and one of our most highly esteemed members.

In the death of General Sir J. H. Lefroy, F.R.S., K.C.B., etc., the Institute has lost one of its earliest presidents, and a member whose distinguished career has been an honor and gain to his country and the cause of science.

We have also to record the death of Mr. John Notman, who always took a deep interest in the welfare of the Institute, was a valuable member of Council, and was the treasurer for ten years, during which period the present building was erected; and of Mr. Samuel Keefer, also one of our earliest members, an engineer of high standing, who was elected the second president of the Canadian Society of Civil Engineers.

The reports of the various sections are appended.

All of which is respectfully submitted.

CHARLES CARPMAEL,
President.

Toronto, Dec, 1890.

APPENDIX I.

MEMBERSHIP.

Number of Members, 1st April, 1890:		
Honorary Members	8	
Life Members	12	
		20
Ordinary Members:		
1. Who have paid their subscriptions to 31st December, 1890, including new members	125	
2. Who have paid their subscriptions to 31st December, 1889	62	
3. " " 31st December, 1888	26	
4. Who are two years and more in arrears	20	
		233
Total, 1st April, 1890		253
5. Losses through deaths and withdrawals	10	
6. Struck off	4	
7. Suspense	2	
		16
8. Members elected during the present session who have paid their first annual subscription	18	
9. Who have not yet paid	9	
		27
Associates, 1st April, 1889	32	
1. Who have paid to 31st December, 1890	14	
2. " " 31st December, 1889	20	
3. " " 31st December, 1888	3	
4. Two years in arrears	3	
		40
Elected during the session	5	
		5

APPENDIX II.

FINANCIAL STATEMENT.

The Treasurer in account with the Canadian Institute for the year ending March 31st, 1890.

To Summary:—	
" Balance in Imperial Bank	$ 137 00
" Cash in hand	38 07
" Annual subscriptions	706 00
" Life memberships	100 00
" Rents	166 00
' Government grant	1,000 00

To Summary—*Continued.*	
" Periodicals sold	46 66
" Journals sold	9 41
" Interest on deposits	9 68
" Refunded from Archæological Grant	42 08
" Building Fund (Insurance)	244 00
	$2,498 90
By Summary :—	
" Salaries	$413 00
" Printing (proceedings)	641 13
" " (miscellaneous)	33 75
" Stationery	33 01
" Postage	161 46
" Freight and express charges	11 19
" Repairs	49 53
" Gas	44 31
" Water	7 30
" Periodicals	73 04
" Furniture	174 78
" House cleaning	68 10
" Fuel	27 00
" Taxes	9 66
" Advertising	3 50
" Binding	178 65
" Type writing	11 40
" Bird stuffing	21 10
" Chemicals	4 32
" Valuator's fees	25 00
" Archæological Grant	30 00
" Interest	200 00
" Balance in Imperial Bank	270 45
" Cash in hand	5 22
	$2,498 90

ASSETS AND LIABILITIES.

ASSETS.

Building and ground	$18,000 00
Library	5,000 00
Specimens	3,000 00
Personal property	1,000 00
	$27,000 00

LIABILITIES.

Mortgage No. 1, due 1892	$ 3,000 00
Mortgage No. 2, due 1892	1,000 00
Balance in favor of the Institute	23,000 00
	$27,000 00

Examined and found correct, April 15th, 1890.

(Signed) ARTHUR HARVEY, W. E. MIDDLETON, } Auditors.

JAMES BAIN, JR., IN ACCOUNT WITH ARCHÆOLOGICAL GRANT.

1889.		
	To Balance from last year	$ 5 25
May 27.	Government Grant	1,000 00
		$ 1,005 25
1889.		
Mar. 28.	" Toronto Engraving Co.	54 75
April 11.	" Father Laboureau, specimens	10 25
" 24.	" J. B. Baker, case	93 86
	" Balance in Bank	5 43
May 27.	" David Boyle on account expenses	100 00
" 28.	" R. W. Young, sundry expenses	11 63
" "	" C. J. D. Rutzer, specimens	25 00
June 29.	" David Boyle, on account salary	100 00
July 24.	By C. W. Riggs, Cincinnati	100 25
" 30.	" David Boyle, salary	100 00
Aug. 17.	" John B. Baker	94 08
Sept. 5.	" David Boyle, salary	100 00
" 28.	" David Boyle on account expenses	100 00
Dec. 2.	" John Notman, specimens	10 00
" 19.	" David Boyle, salary, extra vote	100 00
		$1,005 25

SUMMARY.

1889.	By Purchase of specimens	$ 166 12
	" Travelling and working expenses	112 25
	" Salary of Curator	400 00
	" Express charges, postage, and sundries	63 56

1889.	By Cases	$187 94
	" Engraving	54 75
	" Balance in hands of Curator	15 20
	' Balance in Bank	5 43
		$1,005 25

Certified correct, 24th April, 1890.

(Signed) ARTHUR HARVEY, } Auditors.
W. E. MIDDLETON, }

TORONTO, April 15th, 1890.

The Auditors having examined the accounts and vouchers, which, as usual, are in perfect order, beg to report:—That the distribution of the various items of revenue and expenditure made by the Treasurer corresponds with the cash accounts kept by Mr. Young. We have also checked the Bank book.

The Auditors' recommendation of last year, to have the various assets of the Institute valued, has been carried out as respects the building and ground, and it appears that the whole property is more valuable than previous balance sheets disclosed. We have had an entry made which shows approximately the true present value of the property.

We do not see that any report has been made as to the value of the library and museum. Though it is difficult to appraise these assets, we think an attempt should be made.

ARTHUR HARVEY, } Auditors.
W. E. MIDDLETON, }

APPENDIX III.

PAPERS READ SESSION, 1889–90.

Classification of papers by subjects:

Anthropology	3	Philology	2
Archæology	1	Physics	2
Astronomy	2	Physiology	1
Botany	3	Sanitary Science	3
Economics	1	Social Science	1
Fine Arts	1	Sociology	1
Geology	1	Voyages and Travels	1
Jurisprudence	2	Zoölogy	2
Literature	2		—
Meteorology	1	Total	30

Read at meetings of Sections:

Biological Section	20
Geological "	6
Historical "	2
Philological "	4
Total	32

REPORT OF THE BIOLOGICAL SECTION.

TORONTO, April, 1890.

This Section has to report favorable progress during the past session, and is at present in thorough working order.

The Museum is gradually increasing. We have received from the Institute a cabinet for ornithological specimens, costing nearly one hundred dollars, and two table cases for miscellaneous specimens. The Council of the Institute also voted the section one hundred dollars for biological purposes, and a considerable number of bird skins have been mounted through this grant. Field-day excursions were organized during the summer with more success than in preceding years, and we have good hopes for the coming season in this department on account of the forming of the sub-sections.

The ornithological sub-section which was organized on Dec. 21, 1888, has compiled its first report, which will appear in due course in the Proceedings of the Institute. The report will no doubt be well received and appreciated, as it gives particulars of work done, that would do credit to a much older society, and which the ornithological sub-section may well be proud of.

A mammalogical sub-section has lately been formed, also a botanical sub-section under Mr. Hollingworth which promises well.

" Gossip meetings " have been held at the President's residence, 226 Beverley St., once a month, where some pleasant and useful evenings were spent.

The number of papers show a slight decrease from last year, but we expec they will be largely increased during the coming session.

A schedule showing the papers read is attached.

The officers for the coming session are: James H. Pearce, Chairman; William E. Middleton, Secretary.

CHARLES W. ARMSTRONG,
Assistant-Secretary,

List of Donations and additions to the Natural History Department of the Museum during the past year :—

5 Mounted specimens of Polypoid Animals of the Pacific.	*Donor*—W. B. Wright, Los Angeles, Cal.
Specimen of Cruel Plant.....	*Donor*—Arthur Harvey, Rosedale.
1 Evening Grosbeak.....	
2 Hairy Woodpeckers.....	*Donor*—W. P. Melville, Muskoka.
1 Arctic Three-toed Woodpecker....	
1 Yellow-bellied Sapsucker.....	
2 Redpolls.....	
1 Juncos.....	
3 Specimens, English Rabbit.....	*Donor*—E. E. Thompson, Toronto.
2 Specimens, American Rabbit....	
Collection of Mounted Specimens of English Plants.	*Donor*—W. Knox, Toronto.

The following mounted specimens have been also added to the collection ; most of them have been procured in the neighborhood of Toronto, by members of the Biological Section :—

Bonaparte's Gull,
Caspian Fern,
Stilt Sandpiper,
Red-backed Sandpiper,
2 Yellow-billed Cuckoo,
Black-billed Cuckoo,
Red-headed Woodpecker,
2 Belted Kingfisher,
Rough-legged Hawk,
2 Least Bittern, with nest and eggs,
Crested Flycatcher,
Olive-sided Flycatcher,
Yellow-bellied Flycatcher,
Wood Pewee, with nest and eggs,
Cowbird,
2 Red-winged Blackbird,
Song Sparrow,
Tree Sparrow,
Indigo Bunting,
Fox Sparrow,
Redpoll,
Pine Siskin,
2 Pine Grosbeak,
2 Evening Grosbeak,
Horned Lark,
Scarlet Tanager,
Cedar Waxwing,
House Wren,
Winter Wren,
Long-Billed Marsh Wren,
Catbird,
Myrtle Warbler,
Chestnut-sided Warbler,
American Robin.

J. B. WILLIAMS,
Natural History Curator.

SCHEDULE OF PAPERS.

1. James H. Pearce.....*Chrysanthemum Cinerariæfolium.*
2. W. E. Middleton.....*Some Low Forms of Life.*
3. Wm. Brodie.....*Clays exposed by Don Cuttings.*
4. An evening spent in the museum by the members.
5. Geo. Atkinson.....*Report of the Ornithological Sub-Section*
6. James H. Pearce.....*President's Report.*
7. C. Armstrong.....*Physianthus Albens.*
8. An evening spent in the museum by the members.
9. W. E. Middleton.....*Pollen.*
10. C. Armstrong.....*Pollen.*
11. J. B. Williams.....*Abstracts from Ornithological Report.*
12. Wm. Cross.....*Rare Birds.*
13. W. E. Middleton.....*Algæ.*
14. Ernest E. Thompson.....*Rare Birds in University.*
15. Wm. Brodie.....*The Zoology of Indian Mounds.*
16. James Thurston.....*Notes on the Mammoth.*
17. Geo. Atkinson.....*Notes on Ontario Birds.*
18. C. W. Nash.....*Food of Birds.*
19. J. J. McKenzie, B.A.....*Bacteria.*
20. Geo. Atkinson.....*Notes on Ontario Birds (Continued.)*

REPORT OF THE GEOLOGICAL AND MINING SECTION.

TORONTO, April 22nd, 1890.

The Geological and Mining Section has the honor to report that the past session has been a very interesting and instructive one to those who have followed the various papers and the discussions thereof.

The subjects treated of have been:—

"The Copper and Nickel Deposits of Sudbury," Dr. Richardson.

"The Coals of Western Canada," W. H. Merritt, F.G.S.

"Arsenic and Sulphur as Metallurgical Agents in the Treatment of Canadian Argentiferous and Auriferous Ores," R. Dewar.

"The Physical Phenomena of Underground Water," P. H. Bryce, M.D.

"On Boulders," Arthur Harvey. (To be read on the 24th instant).

In addition to these a most interesting paper was read by Prof. J. W. Spencer, State Geologist of Georgia, on "The Building of the Great Lakes."

This paper the Secretary was desirous to secure for publication in the Proceedings, but Prof. Spencer was reluctant to allow the proof-reading to escape his supervision. As the paper is an important and original contribution to the geological speculations on the origin of the lakes, it is to be hoped that on Prof. Spencer's return from Europe the Institute may have the honor of publishing it. Prof. Spencer is a Canadian, whose earliest geological studies were carried on in this neighborhood, and it was with peculiar pleasure that he introduced his completed study of the problem of the lakes to a Canadian scientific body.

The museum of the Institute has been enriched with some valuable specimens, and when more room can be given, the Section is ready to devote time and attention to this important branch of its enjoyable duties.

ARTHUR HARVEY,
Vice-Chairman.

REPORT OF THE PHILOLOGICAL SECTION.

TORONTO, April 15th, 1890.

In accordance with the Constitution of the Institute, I beg to submit the following as the Report of the Philological Section for the year 1889-1890. A programme for the Session was arranged as follows:—

April 9, 1889—"The Study of Gaelic."
November 12, 1889—"The Study of Gaelic."
November 26, 1889—"The Study of Modern Languages in Canadian Universities." A Historical Sketch, by D. R. Keys, M.A.
December 10, 1889—"The Study of Gaelic."
December 24, 1889—"Jargons and Mixed Languages, I." By A. F. Chamberlain, M.A.
January 14, 1890—"The Study of Gaelic."
January 28, 1890—"Jargons and Mixed Languages, II." By A. F. Chamberlain, M.A.
February 11, 1890—"The Study of Gaelic."
February 25, 1890—"Scandinavian Influence upon Contemporary English Literature." By D. R. Keys, M.A.
March 11, 1890—"The Study of Gaelic."
March 25, 1890—"German words in English." By A. F. Chamberlain, M.A.

The first half only of this programme has been carried out, and I regret to say that it does not seem possible, in the present circumstances, to go on with the work of the Section. The formation of the new Historical Section will, no doubt, enable some of the members to lay before it the results of their investigations on lines in which Language, Anthropology and History converge. It is to be hoped that no very long period will elapse before it may be possible to successfully maintain a Philological Section of the Institute.

A. F. CHAMBERLAIN,
Secretary.

REPORT OF THE HISTORICAL SECTION.

TORONTO, April 22nd, 1890.

The Historical Section was formed on the 15th February last, for the study of the History of Canada and cognate subjects, such as Archæology, Genealogy and Ethnography, the officers being:—James Cleland Hamilton, LL.B., Chairman; D. A. O'Sullivan, LL.D., Wm. Houston, M.A., Geo. M. Rae, Esq., Committee; Arthur Harvey, Secretary *(pro tem.)*

It has held two monthly meetings, at each of which a paper of much interest was read. Mr. Houston favored the Section with a *resumé* of a forthcoming work, his subject being "*The Genesis and development of legislative functions in the northern parts of America.*" Mr. J. G. Ridout read an account, written by the late Hon. Thomas Ridout, Surveyor-General of Canada, of his captivity among the Shawnees in 1788. This narrative will also be soon made public property in a volume being written by Mrs. J. D. Edgar. Several papers upon subjects of deep historical interest are promised for next session, and it is possible that fortnightly meetings may be necessary so that full opportunities may be given for their discussion.

A resolution was passed at the last meeting enabling the officers of the Section to take part in preparing for the approaching celebration of the centenary of this Province. The attention of the Council is called to the subject, as the officers would prefer that the Institute as a whole should take an interest in the commemoration.

The Section will in due time bring before the Council its views respecting the providing of cases for the collection of coins and medals now in the Institute's possession, and of safes for the valuable MSS. with which it may be entrusted.

J. C. HAMILTON,
Chairman.

REPORT OF THE LIBRARIAN.

TORONTO, April 15th, 1890.

Since my election as Librarian in May of last year, I have devoted what time I could reasonably spare to an examination of the books in the library, with a view to their proper arrangement and classification. The lack of shelf space has hindered systematic arrangement, but a short time ago it was wisely determined by the Council to provide new shelving for some 1,500 volumes, and with this increased accommodation it is to be hoped that the books will be so arranged during the coming summer as to admit of ready consultation.

The value of the series of scientific societies' proceedings, transactions, etc., now in the Institute's library is very great, and such value must tend to increase. The total number of exchanges received by the Institute for the year (April 1st 1889 to April 1st 1890) is 485, consisting of 2,402 separate volumes and fasciculi, For facility of reference these exchanges must be bound, and it is evident that the Institute, in having them all bound as soon as possible, would only be doing what is clearly to the advantage of its members and of students of science in all its branches. I therefore have no hesitation in recommending and requesting that a certain fixed sum be appropriated annually towards the binding of volumes in the library.

The exchange list of the Institute's Proceedings is yearly increasing and the widened circulation given to the papers read before it must result in benefit to the Institute in general and to the individual authors.

I cannot refrain from congratulating the Institute upon the great value of its library to men of science throughout Canada, for the volumes it contains excited in no small degree the admiration of the American friends who were our guests and visitors in August last. I hope the time is not far distant when there will be few scientific libraries in America that will exceed in value and importance that of our own Institute.

Finally, I beg to recommend that some steps be taken towards securing the proper cataloguing of the library, and disposing of such miscellaneous books as it is not desirable to retain in a purely scientific library. It will also be necessary to provide for the proper safe-keeping (should the Institute not see fit to dispose of them) of the many valuable pamphlets now in the possession of the Institute.

Annexed will be found the usual statement of the accessions to the library during the year and other information connected therewith.

Statement for the library for the year 1889-90 (April 1st 1889 to April 1st 1890.)

I. Donations to the Library	191
II. Exchanges:	
1. Canada	154
2. United States	668

3.	Mexico and South America	53
4.	Great Britain and Ireland	501
5.	Austria-Hungary	164
6.	Belgium	17
7.	Denmark	6
8.	France	326
9.	Germany	134
10.	Italy	124
11.	Netherlands	35
12.	Norway	9
13.	Portugal	10
14.	Roumania	1
15.	Russia	38
16.	Spain	24
17.	Sweden	47
18.	Switzerland	9
19.	British India	19
20.	Java	21
21.	China	4
22.	Japan	8
23.	Cochin-China	1
24.	Africa	7
25.	Australasia	22
	Total separate numbers and volumes	2,402

III.	New exchanges added during the year	56
	Exchanges discontinued during the year	6
	Increase during the year	50
IV.	Total number of exchanges	485
V.	To the Periodicals subscribed for last year have been added: "The New Review," "Scribner's Monthly," "The Bystander," "The Photographic Societies' Reporter," and "The Photographic Quarterly," making a total of	36
	The total number of separate numbers received	778
VI.	The number of books and periodicals taken out from the library and reading room during the year	1622

A. F. CHAMBERLAIN,
Librarian.

REPORT OF THE SOCIOLOGICAL COMMITTEE.

TORONTO, May 3rd, 1890.

The Sociological Committee begs leave to submit to the Council its report for the year 1889-90.

1. Your Committee enlarged its circular of last year so as to include matters of philological import and distributed about 1,000 copies of it throughout the Dominion. The enlarged circular is printed in the last fasciculus.

2. Your Committee was allotted twenty-five dollars ($25.00) for its expenses of printing, postage, etc. The accounts have been audited by the auditors and show a balance in the Institute's hands of four dollars and twenty-five cents ($4.25). About five hundred (500) circulars are yet undistributed.

3. Your Committee submits to the Council the following papers read before the Institute by title:—

(1) The Déné Languages considered in themselves and in their relations to the principal linguistic groups, by the Rev. Father Morice, O.M.I.

(2) The Philology of the Cree Language, by the Rev. E. B. Glass, B.A.

(3) The Cree Indians sociologically considered, by the Rev. Father Végréville, O.M.I.,

And recommends their publication in the Proceedings.

4. Your Committee takes much pleasure in again expressing its indebtedness to the press at home and abroad.

5. Last year your Committee had the pleasure of reporting that the Honorable the Superintendent-General of Indian Affairs, at the instance of your Committee, had undertaken to have copied and printed, all Indian treaties in his Department now or formerly in force, which affect any portion of the Dominion and yet remain unpublished. Annexed to this report will be found a letter from the Deputy Superintendent-General, written in reply to an enquiry by your Committee as to the completion of the work.

6. Your Committee has much pleasure also in acknowledging receipt from the Superintendent-General of Indian Affairs of a copy of all reports on Indian affairs made to his Department since the inception of the Dominion (1867-89) and requests that the same be placed in the library for the purpose of reference.

T. B. BROWNING,
Chairman.

OTTAWA, 21st April, 1890.

SIR,—I am directed by the Superintendent-General of Indian Affairs to inform you, in reply to your enquiry of the 17th instant, that the work of copying the treaties is much greater than was anticipated and is not yet nearly completed. When the copying is done, the MSS. will be put in the hands of the printer; but the completion of the work cannot be expected for some time.

I have the honor to be,
Sir,
Your obedient servant,

R. SINCLAIR.
For Deputy Supt. General of Indian Affairs.

T. B. BROWNING,
Chairman Sociological Com., Canadian Institute, Toronto, Ont.

2.—REPORT OF L'INSTITUT CANADIEN FRANCAIS DE LA CITÉ D'OTTAWA FOR THE YEAR ENDING 30th APRIL, 1890.

SIR,—I have the honor to submit the following report of l'Institut Canadien-Français de la Cité d'Ottawa, for the year ended 30th April, 1890.

The following gentlemen were the officers for the year 1889-90:

E. F. E. Roy, President.
J. L. Olivier, 1st Vice-President.
Ol. Durocher, 2nd Vice-President.
Chas. Bérvard, Secretary.
L. J. Casault, Assistant Secretary.
Alb. Dion, Treasurer.
Napoleon Champagne, Librarian.
F. R. E. Campeau, Curator of Museum.

S. Drapeau.
P. H. Chabot.
A. D. Richard.
A. Champagne.
O. McDonnell.
J. D. Gareau.
} Councillors.

Whether the character of the work done or the interest of the members of the Institute in the same be considered, the session 1889-90 has been a successful one.

Membership.

The membership has been increased by 41 elections during the year, and the total number of members is now 314.

Evening Classes.

In accordance with the suggestions made by Dr. May, Superintendent of Mechanics' Institutes, evening classes in chemistry were established; the number of pupils was 46, 26 of whom attended 20 lessons or more. The course which was given by Professor McCabe of the Dominion Patent office, comprised 25 lessons, and was a very successful feature. A special report was sent to the Honorable the Minister of Education on the subject, in April last.

Lectures.

A most successful course of lectures was delivered last winter.
The subjects of these lectures and the lecturers were as follows :—

1889	Dec.	12—French Canadian literature	Mr. Thomas Chapais.
1889	"	19—Napoleon the First	Mr. D. Hurteau.
1889	"	19—A walk through Ottawa	Mr. S. Lelièvre.
1890	Jan.	9—America before Columbus	Mr. Benj. Sulte.
1890	"	30—Medical talk	Dr. L. C. Prévost.
1890	Feb.	13—A Novel	Mr. J. Marmette.
1890	"	13—The Siege of Troy	Mr. Benj. Sulte.
1890	"	20—The United States woman	Mr. P. Pelletier.
1890	"	20—Among the Mohammedans	Mr. L. H. Taché.
1890	"	27—Alfred de Musset	Hon. P. Poirier.
1890	Mar.	6—Notes on Alaska Territory	Mr. E. Marceau.
1890	"	14—Famed Musicians of the 19th Century	Mr. E. Belleau.
1890	"	20—Lamartine	Mr. J. Prendergast.
1890	"	20—The Monks	Rev. Father Gauthier.
1890	"	27—The Women in Journalism	Mr. P. Voyer.
1890	"	27—Monsieur le Diable	Mr. N. Champagne.

Library.

The list of donations and exchanges has increased considerably ; over 200 volumes, pamphlets, etc., were received from various scientific and literary associations through out the continent of Europe and America. The library is open from 1 to 11 p. m. daily, and is carefully attended to by our librarian, who is indefatigable in discharging the duties devolving upon him.

Reading Room.

The reading room has been well attended, no less than 43 papers and magazines are presented gratuitously by the publishers ; these are of great advantage to our members, who read them assiduously.

Museum.

This part, I must admit, has not improved, and not a single specimen has been added to our collection during the year.

Finances.

The financial position of the institute is not flourishing ; yet, the council expects that with the generous assistance of the government, and a little energy on the part of all the members and friends of the institute, they will be able to pay at an early date all the outstanding accounts.

The following is a statement of the receipts and expenditure for the year :—

TREASURER'S STATEMENT.

Receipts.

Government grant	$300 00
Members' contributions	129 00
Literary entertainments	91 80
Other petty revenues	104 42
Total	$625 22

Expenditure.

Last year's deficit	$211 38
Rent	200 00
Housekeeper's salary	100 00
Heating and Lighting	144 30
Rent of furniture	39 00
Petty expenses, water rates, etc	45 10
	$739 78
Receipts	625 22
Outstanding accounts	$114 56

CHARLES BERVARD,
Secretary.

Ottawa, May 1890.

3.—Report of the Ottawa Literary and Scientific Society for the year ending 30th April, 1890.

Sir,—I have the honor to submit to you herewith, the reports of the Ottawa Literary and Scientific Society, for the year ending 30th April, 1890.

The treasurer's report, I am happy to state, shows the condition of the Society to be in a more flourishing condition financially, than for some years past.

The main needs of the Society now are additions to the library.

The lecture course, during the last winter, embraced subjects of great interest, and every alternate week a scientific lecture was delivered in the Society's rooms, under the auspices of the Field Naturalists' Club.

Under the same auspices, a series of afternoon classes, devoted to scientific studies, were held during the winter in the same rooms, which were largely attended. These classes, together with free city night schools, during the past winter, militated against the formation of the special class for Botany, which it was proposed to hold, under the recommendation of the Department of Education, and it was found impossible to obtain sufficient students to warrant opening this class.

I am happy to report that the prospects of the Society for the closing year are very good, and our citizens seem to be taking more interest in its prosperity than they have done for several years past.

H. B. SMALL,
President.

Ottawa, May, 1890.

Report of Secretary.

The Council of the Ottawa "Literary and Scientific Society," begs to submit the following report for the year ending 30th April, 1890:—

The total membership at the present time is 295; 288 ordinary members and seven life members. During the year twenty-five new members were elected, and fifteen either resigned or left the Society from some cause or another, thus making an apparent increase of ten members. The Society holds its ground so far as membership is concerned, notwithstanding the increasing number of Societies in the city—having somewhat similar aims and offering somewhat similar advantages—and it might be made even more popular by individual efforts on the part of its members.

Compared with last year the financial outlook of the Society has greatly improved. having about reached its lowest point, and by giving up the extra room used as a library the rent has been lowered from $400 to $300.

The want of funds prevented any additions being made to the library by purchase. It is hoped that with the improved financial outlook it will be possible to purchase additional books during the coming year.

The Council, carrying out the decision come to at the last general meeting of the Society, that in view of the existence of the museum of the Geological Survey in the city, this Society's museum has ceased to be of any great use, has offered the specimens for sale, and has sold those for which fair prices could be obtained. The stuffed puma is still for sale. It is quite valuable, being the last specimen of its kind known to have existed in Central Canada.

The lecture course was carried out in accordance with the programme, and the different lectures were well attended. The conversazione given on the evening of the 6th of January, was an unqualified success. It was given under the patronage of their Excellencies, Lord and Lady Stanley, who honored it with their presence.

Two additional lectures were given, one on the 27th February, by Commander Brown, U.S.N., on "Time, or how our watches and clocks are kept correct"; the other on the 9th of April, by Dr. Pick of Boston, on "Memory, and the rational means of improving it."

The lecture course was an eminently practical one, and well calculated to be of use to the community at large, through the useful lessons given on scientific subjects and the influence exercised in encouraging the cultivation of literary tastes.

The President, Mr. H. B. Small, was again appointed to represent the Society at the last meeting of the Royal Society. Mr. Small attended the meeting, and gave a report of the Society's work, which appears in the transactions of the Royal Society for the year.

In addition to the above, the Field Naturalist's Club held, every alternate week, its course of lectures in our Society's rooms, so that all through the winter a weekly lecture of a literary or scientific character was available for all desirous of passing an evening affording material improvement.

A series of afternoon classes was held in the Society's rooms by the Field Naturalists' Club, and was well attended, great interest being evinced in the subjects selected. These embraced :—

Geology—By Dr. R. W. Ells.
Palæontology—By Mr. W. R. Billings.
Botany—By Messrs. Scott and Macoun.
Zoology—By Mr. Ballantyne.
Ornithology—By Mr. W. Lees.
Etomology—By Mr. McLaughlan.
Conchology—By Rev. G. W. Taylor.

In October last, the Society received a visit from Dr. S. P. May, Superintendent of Mechanics Institutes for Ontario, who laid before the Council a scheme for the formation of classes by all the Mechanics' Institutes in the Province, to impart instruction in the various branches of technical knowledge. Dr. May proposed that this Society, on account of its presence in a city having large interests in the lumber business, should devote itself to holding classes in Botany, and its relation to the arts; durability and strength of timber; and other kindred matters. The matter was taken in hand by the Council, and a diligent canvass for pupils for the proposed classes made. But as only two persons could be induced to promise to join, it was found necessary to drop the scheme for this year. The failure to form such classes is due mainly to the fact that the need for them is met by the science classes held by the Ottawa Field Naturalists' Club in these rooms, (alluded to above), and by the night-schools recently started in connection with the public schools in the city.

In accordance with the resolution passed at the last annual meeting, that the Society should co-operate with the Board of Trade in endeavoring to form a scheme for mutual assistance, a committee of this Society's Council made two or three appointments with the Council of the Board of Trade for a joint meeting; but owing to the inability of the latter, on each occasion, to secure a quorum, no arrangement was come to.

It may here be said, that a scheme is at present under consideration for the union of several Societies in the city, including this Society, in a proposal to provide a spacious building, with hall, in which all may find accommodation.

Report of Librarian.

The librarian of the Ottawa Literary and Scientific Society begs to submit the following report on the library and reading room, for the year ending 31st March, 1890.

According to the catalogue the library contains 2,415 volumes, classified as follows:—

A. History and Biography	379	Last year.	360
B. Travel and Adventures	96	" ..	96
C. Fiction	408	" ..	398
D. Poetry	47	" ..	53
E. Metaphysics, Essays, etc	289	" ..	289
F. Theology	47	" ..	50
G. Geology, Mineralogy and Geography	147	" ..	143
H. Chemistry, Natural History	128	" ..	128
I. Astronomy, Mathematics, etc	51	" ..	51
J. Science and Art, not otherwise specified	239	" ..	230
K. Encyclopedia, Magazines	584	" ..	569

On the first day of April, there were on the shelves of the library 2,044 books, and in the hands of members 172—missing 199. Where they have gone cannot be ascertained, as they are not on record as having been loaned to any of the members. There are reasons for believing that the late caretaker was somewhat neglectful in this respect. It would be desirable to have the whole of the books in the library examined, and ascertain just what books are missing, with a view to replacing them. Owing to lack of funds no new books were added by purchase during the year. 12 volumes of fiction were presented to the society by the president. There is a prospect, however, that the financial condition of the society will be improved during the coming year, as there will be a very considerable reduction in the expenses of management, and it is probable that additions may be made to the library as well as the reading room.

The following reports, 20 in number, were presented to the society during the year, viz:—

Annual report of the Geological Survey of Canada, 2 vols., 1887-88.

Fifth annual report of the Bureau of Ethnology.

United States Geological Survey, 1887.

Journal of proceedings of Royal Society of New South Wales, vol. 23, part 1, 1889.

Contributions to Canadian Palæontology, by J. F. Whiteaves, vol. 1, part 2.

Proceedings and transactions of the Nova Scotian Institute of Natural Science, 10 vols., 1878 to 1888.

Five reports from the Smithsonian Institution of U. S. Bureau of Ethnology, as follows—Circular, square and octagonal earthworks of Ohio; Problem of the Ohio mounds; Textile fabric of Peru; Bibliography of the Iroquois languages; Bibliography of the Muskogean languages.

Seventeen volumes of magazines were bound during the year, and there are at present ready for binding about 25 vols.

180 members made use of the library during the year, which shows an increase of 7 members as compared with the previous year.

The total number of books taken out was 1,360, nearly 250 fewer than last year, according to the record. The books taken out were distributed among the different classes as follows :—

A. History and Biography	79	Last year..	59
B. Travels and Adventure	35	" ..	58
C. Fiction	955	" ..	1,125
D. Poetry	8	" ..	7
E. Metaphysics, Essays	100	" ..	120
F. Theology	9	" ..	1
G. Geology	9	" ..	2
H. Chemistry, etc	7	" ..	....
I. Science and Art	29	" ..	35
K. Magazines, etc	129	" ..	186

From these figures it will be seen that the number of books in section C. (fiction) are taken out much oftener than in any of the other divisions.

The reading room has been well attended during the year. The papers and magazines supplied appear to meet with the approval of the members. At the present time the society places before its readers 9 daily newspapers, 19 weeklies, and 18 monthly magazines.

The following papers are presented to the society by their respective publishers, viz :— *Ottawa Free Press*, *Citizen*, *Journal*, *Sarnia Canadian*, *Mining Review* and *Imperial Confederation ;* and *Science* is presented by Mr. W. P. Anderson.

The cost to the society of all the papers and magazines, exclusive of those presented, is $127.88.

Tenders as usual were called for the purchase of the papers and magazines usually sold by the society, but the sum realized from this source amounts only to $19.90.

As has already been mentioned, the want of funds has been a serious drawback to the library, as many of the old books are badly worn and unfit for use, and the means at command rendered it impossible to either replace the old worn out books or buy new works. It is to be hoped that the incoming council may have greater resources at command. The prospects are hopeful.

Report to the Royal Society, 1889-90.

It affords me great pleasure to be able to report to the Royal Society that the Ottawa Literary and Scientific Society continues to exercise its influence for good among the members comprising it, and the reports of the respective officers of the society presented at its annual meeting, for the year closing 31st March last, give a very favorable sketch of its operations.

This society has within the last few years had much to contend with, owing to numerous associations being formed, presenting almost nightly counter attractions of one kind or another. I am happy, however, to be able to state that our treasurer's report shows the condition of our society to be in a more healthy state, financially, than it has been for some years past, and that the expenditure has at last been reduced within its income, the total revenue for the past year including everything, being $1,192, and the expenditure $1,170. As the work of retrenchment is still being carried out, it is hoped

there will be in the future an annual surplus that may be devoted to adding to the library. Access to this library, both for consulting its shelves and for borrowing therefrom, by its members, is a boon to the public, since, apart from that of Parliament, there is no other public library in Ottawa so well filled and selected. The reading room is also a place of popular resort, and the papers and magazines therein are in constant demand. They consist of 9 daily, 19 weekly papers, and 18 monthly magazines.

I had the honor, last year, in my report to you, to urge upon all societies, the desirability of gathering together, and making public in one form or another, incidents bearing on the early history of their locality, and in connection therewith, alluded to the important historical links already lost in the history of our Aborigines.

This year a new society has come into existence, known as the Indian Research and Aid Society, which, embracing as it does, the whole Dominion, desires also representation by means of local societies whenever that is practicable, and in this connection our society has been asked to participate in giving its share of attention, pertaining to Indians and such Indian history as it can gather. The movement though late, is one that I think will meet with approbation everywhere, and local societies of a similar nature to ours, may be able by their research, to materially aid the aims of this new movement.

A very successful course of lectures was arranged for last winter by our society, and the following were the subjects of the lectures delivered :—

1889.

Nov. 14.—Inaugural (Development and Progress). H. B. Small, President.
Nov. 21.—The Elements (Illustrated with Experiments). Prof. F. Shutt, M.A., F.C.S.
Dec. 5.—Breathing and Ventilation. Edwd. Playter, Esq., M.D.
Dec. 19.—Hereditary Influence and Causes of Deterioration. R. W. Powell, Esq., M.D.

1890.

Jan. 6.—Conversazione (under the personal patronage of His Excellency the Governor-General.)
Jan. 16.—Typhoid Fever and Malaria (how produced, how prevented). A. F. Rogers, Esq., M.D.
Jan. 30.—Coinage and the History of Money. Mr. H. B. Small.
Feb. 13 —Goethe's Faust. Mr. Thomas Cross.
Feb. 27.—"Time, or how our clocks are kept correct." Allan Brown, Commander, U. S. N.
April 9.—"Memory, and means of improving it." Edward Pick, LL.D. (Boston).

The attendance was very good, but not as large as the subjects discoursed on ought to have attracted. Ottawa, however, as the capital of the Dominion, has so many and varied social gatherings, nightly, that it may perhaps be looked upon in this respect, as differently situated to larger cities of a commercial nature, where the lecture room is held in higher regard.

The afternoon science classes of the Field Naturalists Club, together with free night schools, established about the city during the past winter, militated against the formation of a special class for the study of Botany, which it was proposed to hold, under the recommendation of the Education Department; and, although every effort was made to carry out this proposition, sufficient names could not be obtained to undertake the work during the past winter.

The valuable government Geological and Natural History Museum, together with the fisheries exhibit, have entirely superseded any attempts to increase smaller institutions of a similar character, and consequently, this society decided to close the small museum attached to it, and to dispose of its contents to the best advantage. This resolu- has been partly carried into effect, and the specimens remaining yet on hand will be dis-

posed of as opportunity affords. Visitors to the capital, as well as residents, invariably use the government museum, and during the past two or three years there has scarcely been any inquiry or desire expressed to visit this society's collection.

At the annual meeting for the election of officers and receiving reports, held on the 25th April last, Mr. H. B. Small was re-elected president, Mr. Jeffrey Burland, 2nd vice-president, and Messrs. Kingstone, Thorne, and Alderman McLean, were elected members of the council, the rest of the *personnel* of the officers remaining unchanged.

Treasurer's Report.

The statement of the receipts and expenditure on account of the Ottawa Literary and Scientific Society, during the past year, shows a balance on hand of $21.35 with about $200 due from members for arrears. The financial outlook for the coming year is better than for some years, and during the past year payments amounting to nearly $200 were made, which rightly belonged to the previous year. With the proposed retrenchment and other assistance, the Society will stand on a firmer basis, than at any former period.

Receipts.

Balance 31st March, 1889	$ 46 17
Government grant	300 00
Members' subscriptions	446 67
Lecture tickets sold	82 50
Cash, admission to lectures	18 10
Periodicals sold	19 27
Rent of lecture room	71 50
Sale of museum contents	8 00
Loan from Bank of Ottawa for which Government grant is hypothecated	200 00
	$1,192 21

Expenditure.

Custodian	$243 03
Rent of Society's rooms	550 00
Lighting	47 30
Advertising and printing	22 00
Water rates	4 17
Newspapers and periodicals	148 22
Binding	22 30
Lecture expenses	15 00
Postage and petty expenses	32 49
Amount of defalcation	86 35
Balance 31st March, 1890	21 35
	$1,192 21

H. B. SMALL,
President.

Ottawa, May, 1890.

4.—Report of the Athenæum and St. Patrick's Literary Association of Ottawa for the Year ending 30th April, 1890.

The following gentlemen were the officers for the year, viz. :—

President—D. Dunn.
Secretary—John Foran, jr.
Treasurer—J. A. Hanratty.
Literary Committee—Messrs. Burke, Collins, McCabe and McNulty.

Historical Course.

This course consisted of historical and scientific lectures, papers, critical readings and debates. Many of the lectures were of a very high standard. Lectures were given during the session by the following gentlemen, viz. :—

Daniel Dunn, Esq.....	"President's Inaugural."
Rev. Dr. Fillatre, O.M.I.....	"The Philosophy of History."
do do	"Duties and Right of Employes."
do do	"Duties and Right of Employers."
do do	"On Strikes."
Benj. Sulte, Esq., F.R.S.....	"Origin of the French Canadians."
Thomas Swift, Esq.....	"Early History of Canada."
T. J. Richardson, Esq.....	"Home Rule in Miniature."
H. B. Small, Esq.....	"Opposing Forces."
William Kingsford, C.E., LL.D.....	"Frederick Haldimand."
N. Champagne, Esq.....	"India and her Masters."
J. M. O'Leary, Esq.....	"Early History of the Irish in Quebec."

Lectures were also given by the silver-tongued orator of America, the Hon. Daniel Dougherty ; the Professor of Philosophy, Ottawa University ; Professor Glasmacher, Ottawa University, the Rev. F. Coffee, LL.D. ; M. J. Gomare, Esq., M.A., and A. Lampman, Esq., B.A.

The following debates on historical subjects took place during the session, viz. :—

"Resolved, That the execution of Charles I. was justifiable."

"Resolved, That Great Britain would be a greater country to-day than it is, had Republicanism been firmly established at the time of Cromwell."

"Resolved, That the existence of the Canadian Senate is hurtful to the interests of good government, and contrary to the spirit of free institutions."

"Resolved, That partyism is essential to good government."

"Resolved, That the action of the English people in expelling James II. from the throne was justifiable."

"Resolved, That the rebellion of 1837 was justifiable."

"Resolved, That the Canadian Provinces have been benefited as a whole by Confederation."

"Resolved, That Britain acted not only justly but wisely in placing the French language on the same footing as the English in Canadian Parliamentary affairs"

"Resolved, That the power of Britain would be strengthened by granting "Home Rule" to Ireland."

"Resolved, That Canada's present condition would have been bettered had she thrown her fortune in with the United States at the time of the American Revolution"

"Resolved, That the Crusades were beneficial to mankind and to England."

"Resolved, That Cromwell's administration was beneficial to England."

"Resolved, That universal peace is not desirable."

"Resolved, That the execution of Mary Queen of Scots was justifiable."

"Resolved, That the character of Elizabeth deserves our admiration."

"Resolved, That England is declining as a nation."
"Resolved, That Colonies are advantageous to England."
"Resolved, That the Press should be totally free."
"Resolved, That athletic games should form part of every system of education."
"Resolved, That National Societies are detrimental to the growth of Colonies."

Library.

Number of volumes 365.

Reading Room.

There have been on file in the reading room four dailies and six weekly newspapers and three monthly magazines.

Evening Classes.

Commercial course—Arithmetic, book-keeping, and writing, were very successfully taught by a teacher holding a first-class certificate for the Province of Ontario. The number of pupils was 22, consisting of mechanics, agents, apprentices, tradesmen, students and others.

I may add that we are continually adding new attractions with a view of increasing our usefulness as a Mechanics' Institute, and that our rooms are becoming quite a popular resort for young men who take an interest in the literary work of the Association.

TREASURER'S REPORT.

Receipts.

Balance on hand	$ 20 00
Members' and pupils' fees	80 00
Government grant	296 00
Lectures and entertainments	77 22
Other sources, including annual picnic	250 45
	$723 67

Expenditures.

Rent, light and heating	$406 70
Salaries	96 00
Magazines, newspapers, etc.	29 34
Evening classes	89 00
Miscellaneous	52 17
Balance on hand	50 46
	$723 67

Stock and Assets.		*Liabilities.*
Property	$3,000 00	
Furniture, etc	500 00	None.
Total	$3,500 00	

DANIEL DUNN,
President.

Ottawa, May, 1890.

5.—Report of the Hamilton Association for the Year Ending 30th of April, 1890.

The following gentlemen were the officers of the year, viz :—
President—B. E. Charlton.
1st Vice-President—T. J. W. Burgess, M.B., F.R.C.S.
2nd Vice-President—J. Alston Moffat.
Corresponding Secretary—Henry B. Witton, B.A.
Recording Secretary—A. Alexander, F.S.Sc., London, Eng.
Treasurer—Richard Bull.
Curator and Librarian—Alexander Gaviller.
Council—T. W. Reynolds, M. D., Colonel Grant, S. J. Ireland, Principal of the Art School, William Turnbull, A. W. Hanham.

Report of the Council.

The session now closed has been on the whole a successful one. The attendance has been satisfactory, and the papers read have been of a very superior character, while the interest manifested has been at least equal to that of former years.

Seven general meetings, and one special meeting have been held during the session, at which the following papers have been read, viz :

1. The opening address of the President, Mr. B. E. Charlton, who set forth therein, in a very popular and practical manner, the pleasure and profit of scientific study to the business man and others. As the marvels revealed by science far exceeded the wildest flights of fancy portrayed by the novelist, its use as a means of recreation to all was urged.

2. "The Question of the variation of Species" was treated by Mr. J. Alston Moffat, member of the Council of the Ontario Entomological Society.

3. "Indian Fable Literature," by Mr. H. B. Witton, Sr.

4. "Colors, Chromatics, and the Permanency of Pigments," by Mr. S. J. Ireland, Principal of the Hamilton Art School. The subject was very beautifully illustrated by a costly collection of diagrams, very carefully colored, showing the various tints of the colors supplied by Messrs. Rooney, of London, England, to whom a hearty vote of thanks was accorded.

5. "Historical Botany," by T. J. W. Burgess, M.B., F.R.S.C.

6. "Coinage and Money," by Mr. H. B. Small, of Ottawa, an Honorary member of the Association.

7. "The River Valleys of the Niagara Escarpment," by Mr. D. F. H. Wilkins, B. A., of Beamsville.

8. "Antiquarian and Geological Notes," by Colonel Grant.

Extract from Mr. Charlton's address on the "Benefits of Scientific Studies."

"Let me say to the workers in counting-house, office or study, whose exhausted brains need healthy relaxation and change of mental food; and to the tired of muscle from busy workshop and the unceasing noise of wheels, and you young people of abundant leisure, surfeited maybe with works of fiction, whose appetites even for the wildest flights of fancy of a Rider Haggard have become dull,—come to our meetings, and we will show you delightful lanes and avenues of mental thought down which you may pleasantly wander and lose all your weariness and satiety in the pursuit of information upon interesting subjects which become appetizing, stimulating, elevating and refreshing, as you proceed.

"Let me show you something of the gentlemen, and ladies too, who will be your associates and will gladly welcome you to their pursuits, hobbies and summer outings.

Come, and I will introduce you first to members of our geological section, who know the solid framework of our globe, and the history of every rock and pebble, and who will be pleased when the weather is fine, to permit you to go with them to yonder mountain face, and with small hammers open up the great geologic book, on the rocky leaves of which they will show you the indelible records that tell of the earth's days of infancy and progress from a fiery, molten mass, when ages upon ages ago, the crust was being deposited in hardening strata, disrupted by Titanic forces, and re-deposited. Records that tell of the first appearance of life upon the earth, and of the great ice age when the northern half of this continent was enveloped in its glacier cap.

And next, to other members, whose deep researches in ancient literature have made them conversant with the venerable Sanscrit of India, a language unused and forgotten before Greek and Latin were invented ; to the botanists, who can tell you of every plant that can possibly be met with in your rambles, and of all their qualities and uses, edible, medicinal or destructive ; the conchologists with collections of varieties of shells from the tiny formanipera to the great yawning chasm, all beautiful in finish and wonderful in construction ; the ornithologist who knows every feather that cleaves the sky ; the entomologists who can tell you of the fascinations of the studies of insect life ; our historians, who know all about the local history of our country and neighborhood, written and unwritten—all about the discovery of Macassa water, and the battle of Stoney Creek ; and astronomers who, in useful telescope, can show you the face of the moon, and name its mountains, volcanoes and vast depressions, with the same familiarity as a schoolboy explains the map of Europe.

Surely in this galaxy of talent you devotees of business or labor may find something attractive or amusing for your leisure hours. Your natural bent or inclination may tempt you to follow one or other of the delightful avenues which I have indicated, or still others, for they are numerous. To one and all I would say, let us make the coming season one of great enjoyment and brilliant achievements in the fields of literature and science. Let us seek to be worthy imitators of our predecessors, the Craigies, Hamiltons, Ormistons, Hurlburts, Raes, or others of the long list of useful men who, all along down the years of the past history of the Hamilton Association, have shed lustre on its records."

Report of the Biological Section.

During the past season some fifteen meetings have been held in this museum, and two—in June and July—by the kindness of Mr. Alexander, at his residence, where his beautiful garden proved an attractive resort on a warm summer evening, and some time was agreeably occupied in inspecting the results of his experiment in botany.

At the meeting on November 1st, Mr. J. Alston Moffat reported for the Entomological division, having added twelve new species of moths to his collection.

At the meeting on March 7th, Mr. Alexander presented the report of the Botanical division, showing an addition of two hundred and nineteen species to the Herbarium, donated by Dr. Burgess and Messrs. Alexander, Walker and Morris ; of this number two hundred and four were species new to the collection, and no less than thirty-three new to the Hamilton Flora as recorded by Logie and Buchan. A number of interesting plants collected on an island in the Georgian Bay were shown by Mr. Alexander at one of the meetings.

The Conchological report presented on April 18th, by Mr. Hanham, showed a total of ninety species of land and fresh water shells taken in this district up to the close of 1889, an increase of fifty per cent. on the list presented for 1888.

The following are some of the papers read :

October 19th.—"Notes on Bumble Bees," J. Alston Moffat.

November 1st.—"Botanical Notes, (Man's agency in plant distribution)," Mr. Alexander.

December 20th.—"Arctic forms of life," J. Alston Moffat.

January 17th.—"Notes on formation of Coral Islands," B. E. Charlton.

March 17th.—"Notes on birds wintering in district," Thos. McIlwraith. (Illustrated by many beautiful specimens from his collection.)

April 18th.—"The elasticity of the constitution of plants," Mr. Alexander.

Besides these the section stands deeply indebted to Mr. Wm. Yates, of Hatchly, Ont., for many interesting notes on botany, ornithology, entomology, etc., contributed from time to time, and especially for his valuable "Notes on Snakes" being the papers read on February 7th and 21st.

Special mention must be made of a visit to this city of Mr. Wm. McIlwraith, of Rockhampton, Queensland, Australia. On October 19th he favored this section with an address on the Flora and Fauna of Australia, dealing in a most eloquent and instructive manner with the differences in the aspect of Australia as compared with this country.

In conclusion reference must be made to the great loss sustained not only by this section but by the Hamilton Association, in the departure of Drs. Reynolds and Burgess from this city. Dr. Reynolds was for the greater part of the session the secretary of this section, and well and ably did he fulfil all the duties pertaining thereto. Dr. Burgess as a botanist has few equals in this Dominion of Canada, and during his stay here was instrumental in infusing new life into all the branches of natural history. By these removals from the ranks of our by no means numerous workers, this section especially suffers, and the members of the Hamilton Association, and all lovers of nature and nature's wonder-land are earnestly invited to come forward and assist in carrying on the good work that is being done by this section.

Report of the Botanical Division of the Biological Section.

The mounting of the joint collections of Mr. Alexander, Mr. Walker, Mr. Morris and myself has been completed, and the specimens catalogued and deposited in the Society herbarium. The section is to be congratulated on the excellent showing made.

The number of specimens mounted was 219, of which 204 are species not before represented in our herbarium. This 204 species represents 28 additional orders and 118 additional genera.

The number of species new to the Hamilton Flora, as recorded by Logie and Buchan, is surprisingly large, being no less than 33, of which the following is a list:

Camelina sativa, Crantz.
Raphanus sativus, L.
Viola renifolia, Gr.
Cerastium nutans, Raf.
Lathyrus maritimus, Bigel.
Melilotus, alba, Lam.
Melilotus officinalis, Willd.
Trifolium hybridum, L.
Vicia sativa, L.
Potentilla pilosa, Willd.
Prunus, Pennsylvanica, L.
Sedum acre, L.
Epilobium palustre, var. lineare, G.
Lonicera glauca, Hill
Lonicera Tartarica, L.
Symphoricarpus racemosus, var. pauciflorus, Robb.
Centaurea Cyanus, L.
Hieracium Gronovii, L.
Petasites palmata, Gr.
Tragopogon porrifolius, L.
Veronica Buxbaumii, Tenore.
Euphorbia Cyparissias, L.
Betula lutea, Mx. f.
Aplectrum hyemale, Nutt.
Asparagus officinalis, L.
Juncus Balticus, Delh.
Juncus nodosus, var. megacephalus, Torr.
Carex laxiflora, var. intermedia, Boott.
Carex pedunculata, Muhl.
Carex tenella, Schk.
Carex vaginata, Tausch.
Eliocharis tennuis, Schult.
Avena striata Mx.

Report of the Conchological Division of the Biological Section.

List of the land and fresh water shells of the Hamilton district to the end of the year 1889 :

Family Limacidæ, Genus Zonites, 9 species.

Family Helicidæ, Genus Patula, 4 species; Genus Punctum, 1 species; Genus Helix, 9 species.

Family Pupidæ, Genus Pupa, 5 species ; Genus Vertigo, 3 species.

Family Stenogyridæ, Genus Ferussacea, 1 species.

Family Succincidæ, Genus Succinea, 3 species.

Family Auriculidæ, Genus Carychium, 1 species.

Family Lunncidæ, Genus Lunnæ, 6 species; Genus Physa, 1 species; Genus Bulmus, 1 species

Sub-Family Planvibinæ, Sub-genus Planvibella, 1 species ; Sub-genus Gyranbus, 5 species ; Sub-genus Planorbula, 1 species.

Sub-Family Ancylinæ, Genus Ancylus, 1 species.

Family Valvalidæ, Genus Valvala, 2 species.

Family Viviparidæ, Genus Melantho, 1 species.

Family Rissoidæ, Genus Amnicola, 1 species ; Genus Pomatiopsis, 1 species.

Family Strepomatidæ, Genus Plearocera, 1 species ; Genus Goniobasis, 1 species.

Family Cycladidæ, Genus Sphærium, 6 species; Genus Pisidum, 2 species.

Family Unionidæ, Sub-genus Unio, 8 species ; Sub-genus Margaritana, 1 species ; Sub-genus Anodonta, 7 species.

Report of the Geological Section.

The members of this section have read several papers of geological interest, which have been the means of elucidating many points heretofore only partially under stood.

The section has held six meetings, the first on November 22nd, 1889, was devoted to the election of chairman and secretary, and other business in connection with the work of the section. The second meeting was held December 27th, 1889, when Mr. A. E. Walker read a very interesting paper on the "Structure of Corals and Life of the Polyp." After referring briefly to the modern corals, respecting their mode of growth and process of multiplication, forming colonies, which in turn form the well known reefs, barriers, etc, he then took up the Palæozoic corals, and from specimens showed that the process of petrifaction was owing to the presence of carbonates, sulphates, and sillicates, and that their preservation up to the present time was in a more or less state of perfection, according to the nature of the permeating element. On January 24th, 1890, Mr. Henry Moore read a paper on the Niagara escarpment. He dealt more particularly with the outcrop at Niagara in an ascending order, beginning with the Medina formation, giving the various thickness of the different strata, rock composition, and the fauna peculiar to each of the fossiliferous deposits.

Feburary 28th, Col. C. C. Grant read a paper, being the first of a series of geological notes entitled, "Notes on Beatricea," (Billings,) a Niagara and Cambro-Silurian fossil of Anticosti.

Perhaps no fossil (Eozoon Canadense excepted) has led to a greater difference of opinion among Palæontologists than the "Beatricea of the late Mr. Billings."

Its classification still remains a matter of dispute. The tree-like appearance presented first led to its being considered a plant, but when sections were prepared for microscopical examination that idea was found untenable, and Billings came to the conclusion it represented an extinct order of corals. Other Palæontologists suggested the possibility of an alliance with the gigantic "Sessonias" found on the rocky coast of the Falkland Islands near the Straits of Magellan. Their growth resembles that of a tree; the stem is about ten feet long and as thick as a man's thigh, terminating in a crown of leaves, from two to three feet long.

March 28th, 1890, Col. C. C. Grant read a paper on the color of shells, stating that a short time ago, in a paper on "Silurian Colored Lingula of Hamilton" he had ventured to express a doubt as to the usually accepted belief that the color of shells was solely owing to the action of light, but may possibly be partly due to other causes.

On the same evening the secretary read a paper from Prof. D. F. H. Wilkins, B. A., of Beamsville, entitled, "Borings for Gas," and the occurrence of impure salt in the Medina group, The first part of the paper dealt with the various rock strata passed through in sinking two wells in the neighborhood of St. Catharines, one to a depth of 1,582 feet, the second to 2,450 feet; both wells were abandoned. The second part of the paper treats upon the saline nature of the Medina rocks.

April 25th, 1890, Col. C. C. Grant read a paper entitled, "Is the Deluge a Myth?" He took the ground that from geological evidence it was impossible to accept the universality of the deluge. The fact of finding coral shells on lofty eminences did not prove that their presence there was due to the so-called deluge covering those eminences. It was his opinion that the mythical deluge is to be looked for in the glacial period, when the great ice sheet was receding—the period of the formation of vast inland lakes, and immense floods, covered by the melting ice, of the great and local glaciers—a period, too, of continental depression.

The Biological Section meets on the first and third Fridays of each month, and the Geological Section on the fourth Friday.

It is in contemplation to form a Philological Section, the time of meeting not yet fixed.

These sections are open to all the members of the Association, and it is hoped that with the increased comfort of our meeting place there will be a more general interest taken in section work.

A. ALEXANDER,
Secretary.

Hamilton, June, 1890.

APPENDIX L.—*UNIVERSITY OF TORONTO, UNIVERSITY COLLEGE, SCHOOL OF PRACTICAL SCIENCE, UPPER CANADA COLLEGE, 1889-90.*

1.—Annual Report of the University of Toronto, 1889-90.

To His Honor, the Honorable Sir Alexander Campbell, K.C.M.G., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto.

May it Please your Honor:—

The Chancellor, Vice-Chancellor and Members of the Senate of the University of Toronto have the honor to present their report upon the condition and progress of the University for the year 1889-90.

The following tabulated statement of the admissions to Degrees, and *ad eundem statum*, and of the numbers who matriculated in the different Faculties from June, 1889, to June, 1890, is submitted:—

Law—	
Matriculation	3
Degree of LL.B	12
Medicine—	
Matriculation	23
Ad eundem statum from the College of Physicians and Surgeons	30
Ad eundem statum from other Universities	16
Degree of M.B.	45
Degree of M.D.	7
Arts—	
Matriculation	258
Ad eundem statum	7
Degree of B.A.	88
Degree of M.A.	8
Agriculture—	
Degree of B.S.A.	5
Dentistry—	
Ad eundem statum from the Royal College of Dental Surgeons	31
Degree of D.D.S.	29

During the year, twelve hundred and ninety candidates were examined in the different Faculties, as follows:—

Faculty of Law	25
Faculty of Medicine	264
Faculty of Arts	964
Department of Agriculture	5
Department of Dentistry	32
	1,290

W. MULOCK,
Vice-Chancellor.

University of Toronto, Nov., 1890.

2.—Annual Report of the Councils of the University of Toronto and University College for 1889-90.

To His Honor the Honorable Sir Alexander Campbell, K.C.M.G., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto and University College:—

May it Please Your Honor:

The President and the Council of the University of Toronto and the Council of University College beg leave to present to your Honor, as Visitor on behalf of the Crown, the following report for the past academic year.

At the commencement of the Michaelmas Term in October, 1889, the work of the University and College was resumed, and the Professors, Lecturers and Tutors, carried on the instruction in all the Departments in the prescribed pass and honor work of the Faculties of Arts, Law and Medicine. The extended facilities provided by the completion of the new Biological building, proved in all respects, advantageous to the students in the Faculties of Arts and Medicine, as its thoroughly efficient equipment has proved creditable to the Provincial University.

At the formal opening and inauguration of the new building, invitations were addressed to the Professors and Lecturers in the Universities and Schools of Science in Canada and the United States, and to the members of the Medical profession in the Province. The hearty response to this invitation proved the widespread interest felt in the important movement for the general advancement of scientific education, and the high appreciation of the special advantages to accrue from it in the elevation of the standard of Medical culture. Dr. Osler, Professor of Medicine in the Johns Hopkins University; Professor William H. Welsh, the eminent Pathologist of the same University; Dr. Charles S. Minot, the Harvard Professor of Embryology; Professor Victor C. Vaughan, of the University of Michigan, and other distinguished representatives of Science from Universities of the United States, joined with those from our Canadian Schools of Science, in cordial congratulations on the important step thus taken in elevating the standard, and extending the practical facilities for the prosecution of scientific education and research.

Professor Osler, one of the most eminent of our Canadian men of science, who now occupies a chair in the University of Baltimore, and so is especially qualified to speak from personal knowledge of the past and present character of scientific and medical education in Canada, remarked:—

"When I look back a few years and think of the appliances and arrangements which we had then in Toronto, and when I go over this building and see the beautiful arrangements, the elaborate apparatus, the splendid appliances for teaching, I feel that it is possible for one to live through a renaissance, similar perhaps, in kind, less important in degree, than that to which the President referred in his opening remarks. As most of you know, I have continued to take an interest in the school in which I received my early instructions, and I continue to take a deep interest in everything relating to the profession in this my native Province." Professor Vaughan, of Michigan University, was no less prompt in his commendations, and Professor Minot, of Harvard University, concluded an address on the use of the microscope, and its special application to the study of Embryology, in these words of commendation, not only of the admirable facilities for the first time provided here on an adequate scale for scientific instruction in the department of Biology, but of the instructor by whom, along with his colleagues in the same department, this important branch of scientific education is to be prosecuted:—
"Professor Wright I have known for many years, and I have often had occasion to wish for his counsel or for his advice, because I have always found that his is one of those minds which naturally take themselves to the consideration of the larger problems of Biology. These general questions and these complications of knowledge, which lead us to meditate upon the farthest reaching problems, will receive, at his hand, a larger share of

consideration than they would get from many others of the Biologists of the world. I congratulate you all, most heartily, upon the possession of this beautiful building. We have in the United States, unfortunately, scarcely any building equal to this, none, I think, superior to it, for the purpose for which it is designed. Even my own University of Harvard, one of the richest and oldest in the States, has not anything I would call better than this."

The building thus far completed, and dedicated to the use of the instructors and students in biological science, includes laboratories for physical and chemical physiology, where the work will be carried on under the charge of Dr. A. B. Macallum. Provision is also made for the important branch of instruction in Botany. The further extension of the building now in progress, includes also ample provision for the transfer of the Natural History collection to new apartments, where it will be more accessible to the students, and available for the practical use of the Professors and Lecturers in the adjacent class-rooms.

Events which have since occurred, and which have now to be reported to your Honor, have given only too deep cause for regret, that the entire building designed for such uses had not been completed in time to admit of the transfer to it of the valuable collections of objects of Natural History, along with the laboratories and classes in Biology, Physiology and Botany. In accordance with the practice which has prevailed for a number of years, the evening of the 14th of February was set apart for the annual conversazione, carried on under the direction of the Literary and Scientific Society of the undergraduates. The Senate-Chamber was set apart for a series of microscopic illustrations in Bacteriology, including a set of microscopic slides prepared by Professor Ramsay Wright, as a "Display of Bacteriology, including (*a*) the La Grippe Microbe, (*b*) Development of the Chick."

Two of the assistants, in carrying upstairs the lamps required for the illumination of the microscopes, stumbled and upset them. The furnaces and heating apparatus had, at the above-mentioned date, been in constant operation for the requisite heating of the building for a period upwards of four months, in consequence of which the wood throughout the building was so dry that it readily ignited, and, notwithstanding every effort to arrest the flames, the fire spread with extreme rapidity. The deplorable calamity, which it is now the painful duty of the Councils of the University and College to record in this report, is already familiar to your Honor. It involved the destruction of the main portion of the beautiful University building, with the loss of a valuable library of 33,000 volumes, the entire contents of the geological museum, and of many of the prized contents of the Museums of Natural History and Ethnology.

The authorities of the University and College took prompt measures to avert, as far as possible, the interruption of the work of the academic year, which the destruction of lecture-rooms, library and museums, seemed of necessity to involve. The conflagration took place on the evening of Friday, the 14th of February. On the following day the Faculty met, and were successful in completing arrangements whereby they were able to resume work in all the departments on Monday morning, without the loss of an hour. Happily the lecture-rooms in the western half of the building, with the physical laboratory and the valuable collections of apparatus in Physics and Electricity, had been saved. The completion of the new Biological building, most opportunely placed much additional room at the disposal of the Faculty. The departments of Chemistry and Geology were accommodated as heretofore in the School of Practical Science, and the Principals of Knox and Wycliffe Colleges most liberally placed the lecture-rooms in their College buildings at the service of the Professors and Lecturers for whose classes rooms were required.

The immediate requirements of intructors and students having thus been provided for, prompt measures were taken for the ultimate replacement of the library, museum collections, and other losses resulting from the calamitous fire, and, in conjunction with the Senate and the Board of Trustees, for the restoration of the buildings. The latter subject will be fully dealt with in the report of the Senate of the

University and need not, therefore, be enlarged upon here. But the President and Councils of the University and College gladly avail themselves of this opportunity to record their grateful acknowledgements to the Provincial Legislature for the grant of money to enable them to proceed with the restoration of the building, indispensable for carrying on the work of the University.

In addition to the prompt response of the Legislature to their appeal for aid, in view of the calamitous destruction of their building, library and other collections, the Councils are gratified in being able further to report their receipt of contributions from generous friends at home and abroad, payable in annual instalments, for providing other needful extensions, including a new library building, a Convocation Hall and gymnasium already subscribed, to the amount of $62,418.29, of which $1,000.00 is especially designated for the extension of the college residence.

The restoration of the library is one of the most immediate and indispensable requirements, and with this object in view a joint committee of graduates and citizens was organized, with local sub-committees of graduates throughout the Dominion. At the same time prompt and widespread sympathy was manifested towards the University in the deplorable calamity by which it had so seriously suffered. In London a large and influential committee was formed, presided over by the Marquess of Lorne, and with Sir George Baden-Powell and Mr. Staveley Hill, M.P., for its secretary and treasurer. Under the conjoint operations of the above-named committees, numerous and valuable contributions of books have been forwarded for the library, and subscriptions in money, payable in instalments extending over a term of years, amount thus far to $43,876.60.

Of the numerous and valuable gifts of books, now amounting to upwards of 25,000 volumes, a full report will be made by the library committee. Meanwhile it may suffice to state that they include costly and beautifully bound works, foremost among which is a prized gift from the Queen, in addition to the two volumes of Her Majesty's "Leaves from Our Journal in the Highlands;" of Sir Jeffrey Wyattville's "Illustrations of Windsor Castle," 1 volume folio; J. Nash's "Illustrations of the Interior of Windsor Castle," 1 volume folio; Greene's "Ornamental Art," 1 volume folio; Tyne's "Royal Residences," 3 volumes quarto; and Urgon's "Great Seals of England," 1 volume quarto. Others of the contributors towards the restoration of the library here referred to, include gifts from His Royal Highness the Prince of Wales, the Prince of Monaco, the Duke of Devonshire, the Duke of Argyll, the Marquess of Lorne, the Dowager Lady Vernon, and other noble donors. The generous gift of the Duke of Devonshire, amounting to 885 handsomely bound volumes, is rendered peculiarly valuable from the fact that it includes the "Annales de Chemie," and other prize series of scientific periodicals and Transactions of Learned Societies, the earlier volumes of which bear as their library imprint a fac-simile signature of the Hon. Henry Cavendish, the great chemist, of whose scientific library they originally formed a part.

From the British Government, through the Right Hon. Lord Knutsford, the Colonial Secretary, and from other departments of the Home Government, including the Trustees of the British Museum, from His Excellency the Governor-General and from the Secretary of State for India, from the colonies of Victoria and New South Wales, from the Governments and many learned societies of Germany, France, Spain, Sweden, Italy, Switzerland and the United States, many valuable additions to the library have been received. The learned societies of Europe, Asia and America have liberally contributed their publications. The universities of the old and the new world have been no less prompt in the hearty manifestation of practical sympathy. From among the many and highly prized gifts thus received, that of the University of Oxford, consisting of the choicest works issued from the Clarendon Press, amounting in value to £500 sterling; and another from Columbia College, New York, of duplicates from the library to the number of 1,575 volumes, may be selected meanwhile for special note.

Another valued class of gifts embraces those received from authors, including the personal gifts of many eminent writers, and with these may be included the no less acceptable memorials of deceased authors, presented by their representatives and execu-

tors. In addition to the various classes of donors already specified, the thanks of the University authorities are no less heartily due to many of the leading publishing houses both of Europe and America for valuable contributions towards the restoration of the library.

The following is a list of the several faculties, including the Professors, Lecturers, Demonstrators and Fellows, in the Faculties of Arts, Law and Medicine, by whom the instruction in the class rooms and laboratories has been carried on during the past academic year:

President:

Sir Daniel Wilson, LL.D., F.R.S.E.

Faculties of Arts.

Professors, etc.

Physics:—
Professor:—James Loudon, M.A.
Demonstrator in Physics:—W. J. Loudon, B.A.
Fellow:—J. G. Witton, B.A.

Mathematics:—
Professor:—Alfred Baker, M.A.
Fellow:—J. McGowan, B.A.

Mineralogy and Geology:—
Professor:—Edward J. Chapman, Ph.D., LL.D.
Fellow:—F. G. Wait, M. A.

Biology:—
Professor:—R. Ramsay Wright, M.A., B.Sc.
Fellow:—J. J. Mackenzie, B. A.

Physiology:—
Lecturer:—A. B. Macallum, B.A., M.B., Ph.D.

Chemistry:
Professor:—William H. Pike, M.A., Ph.D.
Fellow:—G. Chambers, B.A., M.B.

Logic, Metaphysics and Ethics:—
Professor:—James Mark Baldwin, M.A., Ph.D.
Fellow:—F. Tracy, B.A.

History and Ethnology:—
Professor:—Sir Daniel Wilson, LL.D., F.R.S.E.

Political Economy and Constitutional History:
Professor:—W. J. Ashley, M.A.

Comparative Philology:—
Professor:—Maurice Hutton, M.A.

Italian and Spanish:
Lecturer:—William H. Fraser, B.A.

(*In University College.*)

Greek:—
Professor:—Maurice Hutton, M.A.
Lecturer:—H. Rushton Fairclough, M.A.
Fellow:—G. A. H. Fraser, M.A.

Latin :—
Lecturer :—William Dale, M.A.
Fellow :—G. A. H. Fraser, M.A.

Ancient History, Greek :—
Lecturer :—H. Rushton Fairclough, M.A.

Ancient History, Roman :—
Lecturer :—William Dale, M.A.

Oriental Literature :—
Professor :—J. F. McCurdy, Ph.D.

English Language and Literature :—
Professor :—W. J. Alexander, B.A., Ph.D.
Lecturer :—David R. Keys, M.A.

German :—
Lecturer :—W. H. VanderSmissen, M.A.

French :—
Lecturer :—John Squair, B.A.

Modern Languages :—
Fellow :—A. F. Chamberlain, M.A.

Faculty of Medicine.

Professors.

Professor of Practical Surgery :
Wm. T. Aikins, M.D., Tor., LL.D., Dean of the Faculty.

Professor of Principles and Practice of Medicine :—
H. H. Wright, M.D., L.C.P. & S., U.C.

Professor of Anatomy (General and Surgical) :—
J. H. Richardson, M.D., Tor., M.R.C.S., Eng.

Professor of Gynæcology :—
Uzziel Ogden, M.D.

Professor of Pharmacology and Therapeutics :—
James Thornburn, M.D., Tor. and Edin.

Professor of Medical Jurisprudence :—
W. W. Ogden, M.D.

Professor of Primary Anatomy :—
M. H. Aikins, B.A., M.D., Tor., M.R.C.S., Eng.

Professor of Sanitary Science, and Curator of Museum :—
W. Oldwright, M.A., M.D., Tor.

Professor of Clinical Surgery :—
L. McFarlane, M.D., Tor.

Professor of Clinical Medicine, Lecturer on Dermatology :—
J. E. Graham, M.D., Tor., L.R.C.P., Lond.

Professor of Ophthalmology and Otology ;—
R. A. Reeve, B.A., M.D., Tor.

Professor of Obstetrics, Secretary of the Faculty :—
A. H. Wright, B.A., M.D., Tor., M.R.C.S., Eng.

Professor of General Biology and Phy siology :—
R. Ramsay Wright, M.A., B.Sc.

Professor of Chemistry :—
W. H. Pike, M.A., Ph.D.

Professor of Applied Chemistry :—
W. H. Ellis, M.A., M.B.

Professor of Physics :—
James Loudon, M.A.

Professor of Principles of Surgery :—
I. H. Cameron, M.B.

Professor of Psychology :—
Daniel Clark, M.D., Tor.

Lecturers, Demonstrators and Instructors.

Lecturer on Physiology, and Demonstrator of Histology :—
A. B. Macallum, B.A., M.B., Tor., Ph.D. Johns Hopkins.

Demonstrator of Anatomy :—
John Ferguson, M.A., M.D., Tor., L.F.P.S., Glasgow, L.R.C.P., Edin.

Demonstrator of Biology :—
Thos. McKenzie, B. A., M.B.

Clinical Lecturer on Ophthalmology and Otology :—
G. H. Burnham, M.D., Tor., F.R.C.S., Edin., M.R.C.S., Eng.

Lecturer on Clinical Medicine :—
Alex. McPhedran, M.B.

Instructor in Laryngology and Rhynology :—
George R. McDonagh, M.D., Tor., L.R.C.P., Lond.

Demonstrator of Practical Physics :—
W. J. Loudon, B.A.

Demonstrator of Materia Medica and Pharmacy :—
O. R. Avison, M.D.

Lecturer in Pathology and Demonstrator of Pathological Histology :—
John Caven, B.A., M.D., L.R.C.P., Lond.

Assistant Demonstrators of Anatomy :—
H. Wilberforce Aikins, B.A., M.D., M.R.S.C., Eng.
George Peters, M.B.
Alex. Primrose, M.B., M.R.C.S., Eng.
W. P. Caven, M.B., L.R. C.P., Lond.
G. A. Féré, M.B., L.R.C.P., Lond., M.R.C.S., Eng.

FACULTY OF LAW.

Professors, etc.

Political Economy and Constitutional History :—
Professor :—W. J. Ashley, M.A.

Roman Law :—
Professor :—The Hon. Mr. Justice Proudfoot.

Constitutional and International Law :—
Professor :—The Hon. David Mills, LL.B.

Wrongs and their Remedies :—
Honorary Lecturer :—The Hon. Mr. Justice McMahon.

Constitutional Law :—
Honorary Lecturer :—The Hon. Edward Blake, M.A., LL.D., Q.C.

Ethics of Law :—
Honorary Lecturer :—The Hon. S. H. Blake, B.A., Q.C.

Civil Rights :—
Honorary Lecturer :—D'Alton McCarthy, Q.C.

Municipal Institutions :—
Honorary Lecturer :—W. R. Meredith, LL.D., Q.C.

Criminal Jurisprudence :—
Honorary Lecturer :—Britton Bath Osler, LL.B., Q.C.

Commercial and Maritime Law :—
Honorary Lecturer :—Z. A. Lash, Q.C.

Equity Jurisprudence :—
Honorary Lecturer :—Charles Moss, Q.C.

Comparative Jurisprudence of Ontario and Quebec :—
Honorary Lecturer :—J. J. Maclaren, LL.D., Q.C.

The united Councils of the University and College had in their last report to record with sorrow the great loss sustained by the death of Professor George Paxton Young, who had long filled the chair of Mental and Moral Philosophy, and proved himself equally acceptable to his colleagues and students, alike by his courtesy and his great efficiency as a teacher. The government has seen fit to avail itself of the vacancy thus created in the chair to bring into action the provisions of the Act of 1887, with a view to the extended efficiency of the department of Philosophy. Dr. James Mark Baldwin, who has won a high reputation both as a teacher and as an author in the branches of psychology and psycho-physics, has been appointed to the chair of Logic and Metaphysics, and arrangements have been made whereby Mr. James Gibson Hume, a graduate of this university, who has pursued his post-graduate studies in philosophy and ethics at Harvard University with eminent success, shall enter on his duties as professor in the same department after a year's preparatory study at the Universities of Freiburg and Berlin.

The recently established department of Political Science has proved highly acceptable to a large class of students, and the extent of the work involved in the comprehensive range of studies which it embraces has rendered it necessary to appoint a Fellow, to whom it is purposed to assign this special branch of Constitutional History.

The annual increase in the number of students, and the larger compass assigned to the work in various other departments, including the Latin language and literature, the modern languages, and the Oriental languages, have forced on the attention of the councils the necessity of providing further assistance in the teaching of each of those departments, so soon as funds are available for the purpose.

In the report of last year announcing the completion of new buildings for the department of Biology, and recording their congratulations on the greatly increased facilities thus provided for the efficient study of the important branches of science embraced in that department, reference was made to plans which were then understood to be under the consideration of the Minister of Education embracing further extensions which aimed at like adequate provision for the departments of chemistry, mineralogy and geology. The experience of another year has greatly increased the sense of the urgency of this need. Alike in the department of chemistry and that of mineralogy the present accommodation has been found wholly inadequate for the number of students seeking admission to the laboratories. The termination, moreover, of the mutual relations established by the late Minister of Education between the University and the School of Practical Science renders it imperative that adequate accommodation for both the above-named departments shall be provided at the earliest possible date in the University buildings. It is also desirable to keep in view the fact that no provision is made in the plans for the

restoration of the University buildings for replacing the Geological Museum. Nearly the whole valuable mineralogical and geological collections perished in the fire of February last. But the University has already received promises of large collections of duplicate specimens from Ottawa, Montreal, Washington, Harvard, Michigan, and other centres of science, including a collection of duplicates, the liberal gift of Sir William Dawson, from his own private collection. It is desirable, in order to be able to take advantage of these offers, that adequate accommodation for the museum shall be furnished at the earliest possible date.

In the plans which have been approved of and are now in progress of completion, for the restoration of the University buildings, provision is made for extensive laboratories and lecture-rooms for the department of Physics. A laboratory is also to be provided for the department of psycho-physics, and a museum to replace on a large scale that of ethnology. But it has been deemed advisable to remodel the whole system on which the library shall henceforth be accommodated and conducted. With this view it is proposed that it shall be placed in a separate building, adapted to the system now adopted in some of the leading universities of Germany and the United States, with reading-rooms and studies provided with books of reference and other appliances adapted to the special requirements of various departments of study. Plans are now under the consideration of the joint building committee of the Senate and the Faculty with a view to carrying out the purpose thus approved of.

The councils have the gratification of reporting the founding, during the past year, of the Ramsay Scholarship in political science, of the annual value of $60, the gift of William Ramsay, Esq., late Director of the Imperial Bank of Canada, in evidence of his recognition of the practical utility of the training now given in this university in the department of political economy in its relation to trade and finance. They have also much pleasure in announcing a gift of $2,350 from the local committee of the American Association for the Advancement of Science, in recognition of the welcome extended to the Association by the citizens of Toronto, and the facilities extended to its members by the University in the accommodation of its various sections, at its meeting in Toronto in August, 1889. The gift is associated with the services rendered by Professor Loudon as secretary of the local committee, and has been devoted to the establishment of scholarships in physics.

By a letter received from the Right Honorable Sir Lyon Playfair, the Councils learn with much satisfaction that Her Majesty's Commissioners for the Exhibition of 1851 have placed at the disposal of this university a scholarship of the annual value of £150 sterling, "limited to those branches of science such as physics, mechanics, and chemistry, the extension of which is specially important for our national industries." The matter has been referred to a special committee to frame such regulations as shall best secure the fulfilment of the conditions prescribed, and promote a more thorough devotion to the study of the specified departments of practical science, in the true interests of the Dominion and of the students trained in this university.

The attention of your Honor and of the Executive Council is respectfully invited to the consideration of the present constitution of the University Board of Trustees, as affected by the Act of 1887. By that Act a University Professoriate has been created and organized as the University Council. Prior to that date the whole body of professors constituted the council of University College, and to that body was assigned the election of two members of the Board of Trustees. Under the change, by which the majority of the professors in the faculty of arts, and those in the faculties of law and medicine constitute the University Council, no representation is assigned to them on the Board. They believe that it is only necessary to call attention to this condition of things to have it rectified, and beg leave accordingly to submit it to your consideration.

The number of new students admitted at the Annual Convocation, held on the 1st of October, 1889, amounted to 158 in arts and 91 in medicine. The entire number of students in attendance during the past academic year was 555 in arts, including 49 students of the School of Practical Science in attendance on the instruction given by the professors and lecturers of the University. Of 506 students in actual attendance on lec-

tures, exclusive of the 49 students of the School of Practical Science in attendance on the same, 442 were undergraduates pursuing full courses of study as prescribed by the Senate of the University, with a view to their proceeding to a degree in arts. The total number of undergraduates in the Faculty of Medicine pursuing the prescribed courses of study and proceeding to the degree in medicine, amounted to 263.

The contracts for the completion of the restorative work of the University buildings have been let to responsible contractors on terms involving the completion of the work with a view to the faculties and students entering on their occupation at the commencement of Michaelmas term in October, 1891.

DANIEL WILSON,
President.

University of Toronto,
Dec. 1890.

3.—Annual Report of the School of Practical Science, Toronto, 1890.

To the Honorable G. W. Ross, M.P.P., Minister of Education,

Sir.—I have the honor to submit the report of the School of Practical Science for the year 1890.

The calendar year not being conterminous with the academic year, this report will cover the second term of the academic year 1889-90, and the first term of the academic year 1890-91.

1. Instruction is given in this building to the following classes of students:—

(*a*) Students of the School of Practical Science.
Regular students in the Department of Civil Engineering.
Regular students in the Department of Mechanical Engineering.
Regular students in the Department of Architecture.
Regular students in the Department of Analytical and Applied Chemistry.
Special students in the above Departments.

(*b*) Students of the University of Toronto.
Students in Arts.
Students in Medicine.

The Art Students receive their instruction only from University professors and assistants.

In the instruction of the Medical students, however, the services of the professor of Applied Chemistry in the school, who is also a professor in the University Medical Faculty, and of the Fellow in Applied Chemistry, who is not a member of the University Faculty, have been utilized.

With these exceptions the services of the staff of the school are confined to the regular and special students of the school.

The school was affiliated to the University of Toronto by statute of the senate in 1889.

The students of the school thus became entitled to receive instruction on the same terms as University students from the University professoriate in whatever University subjects it might be necessary for them to take. They therefore attend the necessary University lectures free of charge.

The regular students of the school are required to take the University lectures in Chemistry and Mathematics, and the University lectures and laboratory work in mineralogy and geology and physics

2. The following is a classified summary of the attendance during the year 1890 (*i.e.*, the second term of academic year 1889-90, and the first term of 1890-91) :—

Regular Students.

	2nd Term, 1889-90.	*1st Term, 1890-91.*
Department of Civil Engineering	54	65
do. Mechanical Engineering	8	16
do. Architecture	..	5
do. Analytical and Applied Chemistry.	3	2
Special Students.		
In all Departments	8	4
Totals	73	92

The attendance of students of all classes in the subjects of chemistry and mineralogy and geology was as follows :—

(Instruction in these subjects is wholly given in the School of Science.)

Chemistry—	*2nd Term, 1889-90.*	*1st Term, 1890-91.*
University students in Arts	68	109
do. Medicine	133	162
Regular and special students in School of Science.	4	25
Mineralogy and Geology—		
University students in Arts	86	96
Regular and special students in School of Science	30	33

The attendance of the School of Science students in the departments of mathematics and physics in the University was as follows :—

	2nd Term, 1889-90.	*1st Term, 1890-91.*
Mathematics and Physics	62	88

3. The fees of the regular and special students in the school of Practical Science during the academic year 1889-90 amounted to $2,500, being an increase of $382.50 on the fees of the previous year. These fees were paid to the Provincial Treasurer.

4. The following are the members of the faculty of the school : –

J. Galbraith, M.A., Assoc. M. Inst. C.E., Principal Member of the Council.
J. Galbraith, M.A., Assoc. M. Inst. C.E., Professor of Engineering (Chairman).
W. H. Ellis, M.A., M.B., Professor of Applied Chemistry.
L. B. Stewart, P.L.S. D.T.S., Lecturer in Surveying (Secretary).
C. H. C. Wright, Grad. S.P.S., Lecturer in Architecture.
T. R. Rosebrugh, B.A., Grad. S.P.S., Demonstrator in Engineering Laboratory.

Assistant Instructors—

C. J. Marani, Grad. S.P.S., Fellow in Engineering.
W. Ross, B.A., Fellow in Applied Chemistry.

Mr. C. H. C. Wright, the Lecturer in Architecture, and Mr. T. R. Rosebrugh, the Demonstrator in the Engineering Laboratory have been appointed since the last annual report.

Messrs. Marani, and Ross the Fellows in Engineering and Applied Chemistry, have been re-appointed for the present academic year.

The following are the members of the Faculty of the University of Toronto, whose classes are attended by the regular students of the school.

E. J. Chapman, Ph.D., LL.D., Professor Mineralogy and Geology.
James Loudon, M.A., Professor of Physics
R. Ramsay Wright, M.A., B.Sc., Professor of Biology.
W. H. Pike, M.A., Ph.D., Professor of Chemistry.
Alfred Baker, M.A., Professor of Mathematics.
W. J. Loudon, B.A., Demonstrator in Physics.
A. B. Macallum, B.A., M.B., Ph.D., Lecturer in Physiology.
J. McGowan, B.A., Fellow in Mathematics.
W. T. Seymour, B.A., Fellow in Physics.
W. G. Miller, B.A., Fellow in Mineralogy and Geology.
E. C. Jeffrey, B.A., Fellow in Biology.

5. The number of regular students who presented themselves for examination at the annual examinations of the academic year 1889-90 was as follows:—

Civil Engineering—

First year,	25	examined	17	passed.
Second year,	13	"	13	"
Third year,	14	"	12	"

Mechanical Engineering—

First year,	7	examined	3	passed.
Third year,	1	"	1	"

Analytical and Applied Chemistry—

First year,	1	examined	1	passed.
Third year,	1	"	1	"

The number of graduates up to the present time is as follows:—

Civil Engineering—

1881	1
1882	3
1883	3
1884	5
1885	5
1886	5
1887	6
1888	16
1889	11
1890	12
	67

Mechanical Engineering—

1890	1

Analytical and Applied Chemistry—

1890	1
Total number of graduates	69

The total number of students who have attended from October 1st, 1878 up to May 1st, 1890 (no name being counted more than once), is 239, of whom 69 have graduated.

The graduates of the school who have proceeded to the degree of C.E. in the University of Toronto, are the following :—

	Diploma of School.	Degree of C.E.
J. L. Morris.....	1881	1885
J. H. Kennedy	1882	1886
J. W. Tyrrell	1883	1889

6. Work of instruction has been carried on in the new addition to the building since the first day of October, 1890.

The Departments of Civil Engineering, Mechanical Engineering and Architecture have their headquarters in the new building, while the Departments of Analytical and Applied Chemistry, and of Assaying and Mining Geology remain in the old building.

Mr. Wright. the lately appointed Lecturer in Architecture, has charge of the work specially relating to Architecture, such as the History of Architecture, Principles of Decoration, Architectural Drawing. He also gives instruction in the Theory of Construction to both Engineering and Architectural students.

Mr. Rosebrugh, who has been appointed Demonstrator in the Engineering Laboratory, has charge principally of the works and lectures in Mechanical Engineering. He also gives lectures on certain subjects common to the three Departments in the new building, such as Dynamics, Theory of Compound Stress, etc.

The work of individual instruction in the drafting rooms is divided between the Lectures in Surveying and Architecture, the Demonstrator in the Engineering Laboratory and the Fellow in Engineering. The duties of the latter are confined altogether to practical teaching.

Owing partly to the steam-heating arrangements and other portions of interior work in the new building not being completed sooner, and partly to the fact that it has been found impossible to order all the equipment at one time, the Engineering Laboratory is not yet in working order. At the date of this report the following work in connection with it has been done:—A Babcock & Wilson boiler of 52 horse-power has been put in position. A Brown engine of improved design, cylinder 12″ diameter and 30″ stroke and steam jacketed has been erected. Also a 7 horse-power Otto gas engine. A line of shafting 83 feet long has been put up. A Wheeler surface conductor, a Blake circulating pump, a Knowles air pump, and a Blake boiler feed pump have arrived and are ready to be connected. A 100-foot standard of measure is in process of construction and will be soon completed.

A 50-ton testing machine of the Emery type was ordered from the firm of Wm. Sellars & Co., Philadelphia, last spring and will be delivered shortly.

In addition a small machine shop has yet to be fitted up, and several other testing machines, including a complete outfit for testing mortars and cements. A room has been reserved for the latter purpose. All kinds of gauges and measuring apparatus have to be bought, but these will not be put in place till the greater part of the equipment is completed.

It is proposed also to enlarge the work now done in Electricity, and add to the equipment dynamos of different patterns, electric light apparatus, etc.

The Council has had the question of raising the standard of entrance before it. There is no doubt that it is too low at present. The large number of those who fail at the first year's examination is an evidence of this. A recommendation will shortly be forwarded to you on this subject.

There seems also a strong probability that it will be necessary to lengthen the course to four years in order that full advantage may be taken by the students of the new engineering laboratory. French or German should be made compulsory. At present there seems to be no possibility of giving the students time to attend lectures in these languages.

There is a strong desire on the part of the students and graduates of the School of Science that an arrangement should be made with the University authorities in virtue of our affiliation for the establishment of a degree in Applied Science open to students of the School. In the opinion of the Council there seems to be no good reason why steps should not be taken to secure this result.

It is considered as highly important that a strip of land at least fifty feet wide should be secured along the southern boundary of the present grounds. There are two reasons for this. First, no building should be allowed to be erected near enough to the School building to affect the light. This is very important, as the laboratory which will occupy the basement and the ground floor would be injured materially if the light were diminished. The drafting rooms would also suffer. Second, it may be necessary in order to save a heavy annual outlay for city water in making engine experiments, to build a large tank which will occupy a considerable part of the strip of land proposed to be secured.

Surveying and Drawing.

The only change since last year in the work included under this head is in Practical Astronomy and Geodesy. Two courses of lectures in these subjects have been given, a lower course, which is taken by all the students and which covers the ground of the Provincial and Dominion Land Surveyors' examinations in those subjects, and a higher course, which is optional and which goes into those subjects to the same extent as is required in order to obtain a Dominion Topographical Surveyor's certificate, thus affording students the means of preparing for that examination. About half of the third year students have availed themselves of these lectures.

The instruments destroyed by the late University fire have been replaced by four new transits and four levels of the best construction. These have been sufficient for the requirements of the present session, but in view of the increased number of students who have entered this year, which will result in an increased number in the higher years in future, a few more should be added to their number. Other instruments, such as micrometers, solar compasses, etc., if added to our equipment, would render the work in surveying more interesting and instructive. It would also be of great advantage to the advanced work in Practical Astronomy and Geodesy if the School were provided with some portable astronomical instruments such as are used on a geodetic survey, as it is a part of the work in those subjects to teach the construction and use of these instruments, and it could be done more effectively if the School possessed some of them. Instruments of this class cost about $500 each, but a moderate sum laid out each year would in a few years thoroughly equip the School in this respect.

For the work of instruction in Drawing the number of topographical copies is insufficient, and the deficiency in this respect should if possible be supplied before next session.

Department of Architecture.

The work in this department consists of lectures and practical exercises which are designed to develop the artistic powers and æsthetic tastes of the students, as well as to furnish them with that more solid scientific training. For this purpose the department has been supplied with a number of models, photographs, drawings, etc.

During the second term of the academic year 1889-90, students intending to pursue the profession of architecture took the regular course of the school in civil engineering. This consisted in lectures and practical work in drawing, principles of construction (carpentry, masonry and iron-work), strength and other properties of building materials, flow of water and air, theory of heat, etc.

The opening of the first term in the session 1890-91 marks the commencement of regular work in this course. The students in architecture take such subjects from the engineering course as necessarily form a part of theirs, as applied statics, strength of materials, theory of construction, hydraulics, etc. Their more strictly professional work begins with the study of the five orders and their application, and of architectural history, in both of which courses of lectures are given, illustrated by photographs and drawings.

In order to carry out the work in this department successfully, it should be provided with a large additional number of photos, casts, models, etc., to illustrate constructive forms and peculiarities of the different forms of architecture. This will perhaps become more apparent when it is considered that to a large extent the objects striven after in this course can only be accomplished by appealing to the eye. While accurate representations of architectural works are essential, descriptions, essays or comparisons of these should not be entirely neglected. Our library then would keep pace with our other collections. We should have besides these a lantern of approved pattern to illustrate the lectures.

Department of Mechanical Engineering (including Electrical Engineering).

In this department, in addition to the work which is common to all students of the school, instruction is given in such branches of mechanical drawing as relate more particularly to machine work, in theory of mechanism, mechanics of machinery, and machine design.

Besides this work the demonstrator also has charge of the two subjects, Rigid Dynamics and Compound Stress, which form part of the work common to all departments.

In addition to the 100-foot standard of length pertaining to the Department of Surveying, the laboratory is now being equipped with appliances for testing the strength of materials (steel, iron, wood, stone, mortars and cements, etc.), a 7 horse-power gas engine for power, and a 50 horse-power steam engine of a high class, with a special boiler, for making economy tests.

In order to make it possible to establish a course in electrical engineering, there should be in the laboratory sufficient electrical apparatus to test the different methods which are used to produce the electric light, and the transmission of power with determinations of efficiency.

These should include at least three dynamos of different types, as many motors of different capacity and design, a sufficient number of arc and incandescent lamps to absorb the full current that may be supplied, a battery of at least sixty accumulator cells with smaller batteries of the standard primary cells.

In addition to these there should be a rheostat and a sufficient supply of measuring instruments, such as voltmeters and ampere meters, as well as appliances for the measurement of light and power.

The 50 horse-power steam engine already in the laboratory is admirably adapted to furnish the necessary power, as it has an unusually steady motion.

An examination of the curriculum of the school will show that to do justice to the laboratory work, more time is needed than the present course will admit of. The present three years' course at the school is so much occupied with the regular class instruction, draughting, etc., that it would be almost impossible to obtain the time necessary for laboratory work, without slighting both it and the other work.

Indeed, it may be said that the average student might with profit spend four years on the present work of the course, and with much more force may this be said of a course including laboratory work, in which the student should have ample time to thoroughly master the subject of investigation.

It is to be hoped that this opportunity to provide in Ontario a place where the commercial processes of electrical engineering may be studied will not be lost.

Department of Analytical and Applied Chemistry.

During the Spring term of this year there were 235 students working in the laboratory of this department, viz. :—

4	students	in analytical and applied chemistry.
48	"	engineering.
183	"	medicine.

During the present term there are 180 students, viz. :—

2	students	in analytical and applied chemistry.
73	"	engineering and architecture.
105	"	medicine.

The great over-crowding which has been complained of in previous reports has been remedied by the fitting up of a new qualitative laboratory in the room vacated by the removal of the draughting room to the new building. The laboratory is now complete and will be opened to students after Christmas. When this laboratory is occupied the old laboratory will be set apart for qualitative analysis, which will greatly enhance the efficiency of the department.

There is still much need for apparatus for special branches of analysis and for models and diagrams to illustrate the lectures. These it is hoped will be shortly supplied.

The curriculum in this department has been altered this year with a view of providing a broader and more complete training for the students. In the third year three special courses have been arranged, one in general technical chemistry, one in sanitary chemistry and toxicology, and one in metallurgical chemistry. A regulation has been made that graduates of the University who have taken honors in science may obtain the diploma after one year's study in the School of Practical Science in one of these courses.

General Remarks.

Owing to the recent fire which destroyed the University building it was necessary for the University authorities to seek accommodation elsewhere, and among others the School of Science afforded facilities for carrying on their work. At present they have the use of two rooms on the top floor of the new building of the school for their library, and of a room in the old building as a reference library; also two rooms which were recently added to the old building to be fitted up as a museum, are used by them as reading rooms.

J. GALBRAITH,
Principal.

School of Practical Science,
Toronto, Dec., 1890.

4.—Annual Report of Upper Canada College for the Year 1889-90.

To His Honor the Honorable Sir Alexander Campbell, K.C.M.G., Lieutenant-Governor of the Province of Ontario, and Visitor of Upper Canada College, Toronto.

May it Please Your Honor:—

The Principal of Upper Canada College begs leave to present to your Honor, as Visitor on behalf of the Crown, the following report for the year ending July 15th, 1890.

The number of boys in attendance during the year ending July 15th, 1890, was 355. Of these 159 were boarders, and 196 day boys. The average daily attendance for the whole year was 300, or 84 per cent. of the enrolment. This very high average was not due to the attendance of the boarders, as the attendance of day pupils was quite as regular as that of the resident pupils.

Comparative Statement.

Number of boys enrolled for the year ending July 15th.

	1885.	1886.	1887.	1888.	1889.	1890.
Boarders	149	177	188	181	174	159
Day-boys	147	167	181	234	235	196
Total	296	344	369	415	409	355

WHERE THE RESIDENT PUPILS COME FROM.

	1883-84.	1884-85.	1885 86.	1886 87.	1887-88.	1888-89.	1889-90.
Brant	.....	1	3	3	3	3	1
Bruce	3	3	1	2	1	3	1
Carleton	2	2	4	1	3	4	1
Dufferin	.....	.....	2	.....	1	2	1
Durham	5	2	5	7	6	4	2
Elgin	1	.....	.....	1	1	2	.....
Essex	.....	1	.....	3	1	.....	2
Frontenac	.....	.....	.....	.....	1	4	4
Grenville	.....	.....	.....	1	3	7	3
Grey	2	3	.....	1	2	2	1
Haldimand	3	2	2	1	2	1	2
Halton	3	6	8	4	4	3	3
Hastings	3	8	8	5	6	7	5
Huron	6	5	6	6	5	3	.....
Kent	1	.....	.....	.....	.....	.....	.....
Lambton	8	7	9	12	16	12	10
Lanark	1	1	.....	2	4	5	4
Leeds	.....	2	2	3	3	4	3
Lincoln	2	10	9	6	3	.....	1
Middlesex	1	2	4	5	4	.....	3
Norfolk	1	2	2	3	1	1	.....
Northumberland	.....	1	1	3	1	1	1
Ontario	1	3	4	2	1	1	.....
Oxford	.....	.....	1	1	1	.....	3
Peel	3	2	3	3	2	1	.....
Perth	4	2	1	5	1	2	1
Peterborough	2	3	3	1	4	4	4
Prince Edward	.....	.....	.....	1	1	1	.....
Russell	.....	.....	.....	.....	.....	1	1
Renfrew	.....	2	1	.....	1	3	2
Simcoe	7	8	10	8	8	7	6
Stormont	3	5	5	2	2	2	4
Victoria	4	4	2	2	1	3	1
Waterloo	3	.....	.....	.....	.....	1	4
Welland	1	.....	2	1	2	2	2
Wellington	4	3	1	.....	.....	2	3
Wentworth	21	20	24	23	21	17	15
York	12	20	17	35	26	23	29
The Districts	5	1	3	2	2	4	2
Province of Quebec	4	4	7	3	3	5	3
" British Columbia	.....	1	2	2	4	5	9
" Nova Scotia	6	7	10	13	10	4	4
" New Brunswick	.....	.....	.....	.....	1	.....	2
" Prince Edward Island	.....	.....	.....	.....	2	.....	.....
Bermuda and West Indies	1	1	1	3	5	5	4
North-West Territories	.....	3	6	3	1	1	.....
United States	6	3	6	12	11	12	12
Total	129	150	175	191	181	174	159

Subjects of Study.

No. in Latin	295
" Greek	80
" French	320
" German	102
" English (Grammar, Literature and Composition)	355
" History (Canadian, English and Ancient)	355
" Geography (Ancient and Modern)	355
" Arithmetic	355
" Algebra	308
" Euclid	229
" Trigonometry	5
" Chemistry	80
" Physics	89
" Physiology	80
" Botany	80
" Book-keeping	104
" Military Drill	180
" Calisthenics and Gymnastics	180

Classes for Music, Drawing, Phrenology, Fencing and Dancing are organized, but the instruction is given after hours, and is paid for by special fees from the pupils.

About 31 per cent. of the boys left College during the year; of these
23 matriculated in the University of Toronto.
4 " " " Trinity College.
3 entered the School of Practical Science.
2 " McGill University.
7 " Royal Military College, Kingston.
5 " Banking.
21 " Commercial life.
2 " Civil Service.
3 " Machine shops.
8 " Agriculture.
5 " Railroads.

Of the boys now in attendance
15 have been in the College over 6 years.
20 " " 5 "
31 " " 4 "
50 " " 3 "
89 " " 2 "

The Staff.

The Principal and First English Master—George Dickson, M.A.

The Masters.

First Classical Master—William Wedd, M.A.

Second Classical Master and Superintendent of the College Boarding Houses—John Martland, M.A.

First Mathematical Master and Assistant Master in the College Boarding House—George B. Sparling, M.A.

Second Mathematical Master—Daniel Hull, B.A.

French and German and Resident Assistant Master in the College Boarding House—Archibald Hope Young, B.A.

Science Master—Alexander Young Scott, B.A., M.D., C.M.

The Assistant Masters.

First Assistant Classical Master and Resident Assistant Master in the Supplementary Boarding House—William Jackson, B.A.

First Assistant English Master and Commercial Master—Andrew Stephenson, B.A.

Assistant Master and Resident Assistant Master in the Supplementary Boarding House—Henry Brock, Esq.

First Assistant Modern Language Master—Joseph Blackstock, B.A.

Second Assistant Classical Master and Resident Assistant Master in the College Boarding House—John Taylor Fotheringham, B.A.

Second Assistant Modern Language Master—S. B. Leacock, Esq.

Third Assistant Classical Master—Herbert E. Bowers, M.A.

Drawing Master—R. Holmes, Esq.

Music—Theodore Martens, Esq.

Gymnastics, Fencing and Drill—Sergeant Thomas Parr.

Lady Superintendent of the Boarding Houses—Mrs. Sewell.

Bursar—J. E. Berkeley Smith, Esq.

Physician—James Thorburn, M.D.

Architect and Sanitary Inspector—D. B. Dick, C.E.

Janitor and Messenger—G. Frost.

Gardener—W. Chappel.

GEORGE DICKSON,
Principal.

Upper Canada College,
Toronto, Dec., 1890.

I.—List of Head Masters and Assistants of High Schools (Including Collegiate Institutes).

December, 1890.

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
			$ c.	
Aylmer C. I.	Rutherford, Walter W.....H.M.	1883	1300 00	B.A., Toronto, Head Master's Certificate.
	Logan, William M.	1886	950 00	B.A., " Assistant's "
	Smith, Wilson R.	1888	700 00	I.A. Professional Certificate.
	Stewart, Etta Murray	1890	650 00	B.A., Toronto, Assistant's Certificate.
	Mabee, George E.	1889	550 00	Assistant's Certificate.
Barrie C. I.	Spotton, Henry Byron .....H.M.	1868	1500 00	M.A., Toronto.
	Hunter, James Macfie	1878	1000 00	M.A., " Head Master's Certificate.
	Milden, Alfred William	1889	800 00	B.A., " Assistant's "
	Philp, James Henry	1889	600 00	B.A., " " "
	Hay, Andrew	1882	900 00	I.A. Professional Certificate.
Brantford C. I.	Oliver, William.....H.M.	1882	1500 00	B.A., Toronto.
	Birchard, Isaac James	1882	1200 00	M.A., " Head Master's Certificate.
	Passmore, Samuel F.	1885	1100 00	M.A., " " "
	Gibbard, Alexander Hanna	1889	1000 00	B.A., " " "
	Bald, May Belle	1886	700 00	M.A., " " "
	Morrison, Alfred H.	1883	750 00	Assistant's Certificate.
	Beattie, Henry	1889	700 00	I. C. Professional Certificate.
Brockville C. I.	Burt, Arthur William .....H.M.	1885	1300 00	B.A., Toronto, Head Master's Certificate.
	Dickson, James Dickson	1890	1000 00	B.A., " Assistant's "
	Passmore, Albert Daniel	1889	900 00	B.A., " Head Master's "
	Copland, James Stuart	1889	900 00	B.A., " Assistant's "
	Giles, Anna Edith	1889	500 00	I.C. Professional Certificate.
Chatham C. I.	Paterson, David Smith.....H.M.	1889	1500 00	B.A., Toronto, Head Master's Certificate.
	Deeks, George Samuel	1885	1000 00	B.A., Victoria, Regulation 59.
	Twohey, William John Joseph	1885	1000 00	M.A., Toronto, Head Master's Certificate.
	Knox, Andrew Alexander	1889	900 00	B.A., " Assistant's "
	Cairns, James Francis	1889	650 00	Assistant's Certificate.
	Burwash, Frank McNeil	1890	600 00	I.C. Professional Certificate.
	Loftus, Edwin D.	1890	600 00	Assistant's "
Clinton C. I.	Turnbull, James .....H.M.	1868	1200 00	B.A., Toronto, Head Master's Certificate.
	Giffin, James Andrew	1889	850 00	B.A., " " "

HIGH SCHOOLS.—HEAD MASTERS AND ASSISTANTS.—*Continued.*

Name of School.	Head Masters and Assistants.	Date of Appointment	Salary.	Qualifications.
			$ c.	
Clinton C.I., *Con*	Morrow, Archibald Elston.....	1889	800 00	Assistant's Certificate.
	Hume, Nettie Ashash	1889	450 00	I.C. Professional Certificate.
	Burgess, David Allan.....	1890	800 00	B.A., Toronto, I.A. Professional Certificate.
Cobourg C. I.....	Ellis, William Stewart ..... . H.M.	1889	1400 00	B.A., B.Sc., Victoria, Head Master's Certificate.
	Libby, Walter.....	1890	800 00	B.A., Victoria, Assistant's Certificate.
	Gill, James.....	1890	800 00	B.A., Toronto, " "
	Ward, George B.....	1886	800 00	M.A., McGill, Head Master's "
	Rose, Bertha.....	1890	500 00	I.C. Professional Certificate.
Collingwood C. I.....	Williams, William .....H.M.	1873	1400 00	B.A., Toronto.
	Brethour, John H.....	1883	975 00	B.A., Victoria, Head Master's Certificate.
	Cox, John L	1878	1050 00	B.A., Toronto, " "
	Hamilton, James Reid.....	1888	900 00	B.A., " " "
	Dippel, Moses G.....	1890	600 00	I.C. Professional Certificate.
Galt C. I.....	Carscadden, Thomas ....H.M.	1885	1750 00	M.A., Toronto, Head Master's Certificate.
	Logan, Charles James	1883	1200 00	B.A., Trinity, Regulation 59.
	Wright, Arthur Walker	1885	1100 00	B.A., Toronto, Head Master's Certificate.
	Lochhead, William	1889	1050 00	B.A., " " "
	DeGuerre, Ambrose	1890	1050 00	B.A., " " "
Guelph C. I.....	Tytler, William.....H.M.	1875	1400 00	B.A., Toronto.
	Davison, James	1878	1000 00	B.A., Victoria, H.M's Certificate, Regulation 59.
	Campbell, John	1885	800 00	M.A., " Regulation 59.
	Hill, Ethelbert Lincoln.....	1889	800 00	B.A., Toronto, Assistant's Certificate.
	Charlesworth, John William.....	1888	600 00	I.C. Professional Certificate.
	Dickinson, James Arthur	1888	600 00	I.C. " "
Hamilton C. I.....	Robertson, Charles..... H.M.	1889	1600 00	M.A., Toronto, Head Master's Certificate.
	Thompson, Robert Allen.....	1885	1400 00	B.A., " " "
	Turner, John Burgess.....	1882	1200 00	B.A., Queen's, " "
	Stratton, Alfred William	1888	1000 00	B. A., Toronto, " "
	Paterson, Andrew	1874	1000 00	H.A. Professional Certificate, Assistant's Certificate.
	Brown, Oliver Johnston	1881	1000 00	M.A., Victoria, Regulation 59.
	Crawford, John Thomas	1889	900 00	B.A., Toronto, Head Master's Certificate.
	Schofield, William Henry.	1889	900 00	B.A., Victoria, Assistant's "
	Elliott, Walter Herman	1887	850 00	I.C. Professional Certificate.
	Davidson, Margaret C.....	1876	750 00	I.A. " "

	Manning, Albert E.	1888	700 00	I.C. " "
	Johnston, George L.	1888	650 00	I.C. " "
	Lochead, Lachlan Truman	1889	600 00	B.A., Queen's, Assistant's Certificate.
	McMurchy, John A	1890	500 00	Permit.
	Morgan, Sidney Albert	1890	500 00	"
Ingersoll C. I.	Briden, William ..H.M.	1886	1200 00	B.A., Queen's, Head Master's Certificate.
	McClement, William Thomas	1889	900 00	M.A., " Assistant's "
	Cornwell, Leslie J	1890	900 00	B.A., Toronto, Head Master's "
	Scott, Jean T.	1890	800 00	B.A., " Assistant's "
Kingston C. I.	Knight, Archibald Patterson ...H.M.	1876	1400 00	M.A., M.D., Queen's and Victoria H.M's Certificate.
	Irvine, William Henderson	1883	1000 00	B.A., Queen's, Head Master's Certificate.
	Sliter, Ernest Oscar	1888	1000 00	B.A., Toronto, " "
	Dales, John Nelson	1889	1000 00	B.A., " " "
	Brough, Thomas Allardyce	1889	900 00	I.A. Professional Certificate.
Lindsay C. I.	Harstone, John C. ...H.M.	1887	1400 00	B.A., Toronto, Head Master's Certificate.
	Stevens, W. H	1889	1100 00	B.A., McGill, " "
	Hardy, Edwin A.	1889	1100 00	B.A., Toronto, Assistant's "
	Fitzgerald, Eliza Sophia	1890	1000 00	B.A., Queen's, Head Master's "
	Head, John	1880	700 00	Regulation 59.
	Marty, Aletta Elsie	1889	750 00	I.A. Professional Certificate.
	Harrington, James	1890	625 00	Assistant's "
London C. I.	Little, Robert A. ...H.M.	1886	1000 00	B.A., Toronto, Head Master's Certificate.
	Gray, Robert A	1887	1000 00	B.A., " " "
	Somerville, T. C.	1888	1000 00	B.A., " " "
	Hotson, Alexander	1880	1000 00	M.D., Western. I.C. Professional "
	Hamilton, Charles F.	1890	800 00	M.A., Queen's, permit.
	Wilson, Nicholas	1866	1000 00	Regulation 59.
	Andrus, Guy A.	1888	800 00	I.C. Professional Certificate.
	Hanson, Fanny M.	1886	550 00	I.C. " "
Morrisburg C. I.	Jamieson, James S. ...H.M.	1882	1000 00	M.A., Victoria, Head Master's Certificate.
	Whitney, William A.	1886	750 00	M.A., " " "
	Massey, Norman L	1887	700 00	B.A., " " "
	Lennox, Mary	1889	600 00	B.A., Toronto, Assistant's "
	Stafford, Joseph	1890	900 00	B.A., " "
Ottawa C. I.	Macmillan, John ... H.M.	1880	2100 00	B.A., Toronto, Head Master's Certificate.
	Jolliffe, Orion John	1884	1500 00	B.A., Victoria, " "
	McDougall, Alexander H.	1889	1300 00	B.A., Toronto, Assistant's "
	Scott, Colin A.	1887	1200 00	B.A., Queen's, Head Master's "
	Guillet, Cephas	1890	1200 00	B.A., Victoria, " "
	Wallace, James E	1883	900 00	Regulation 59.
	Stothers, Robert	1887	850 00	I.C. Professional Certificate.
	Forfar, Charles	1889	900 00	B.A., Toronto.
Owen Sound C. I.	Levan, Isaac M ... H.M.	1890	1500 00	B.A., Toronto, Head Master's Certificate.
	Carrie, Mervyn Edward	1881	1100 00	Regulation 59.

HIGH SCHOOLS.—HEAD MASTERS AND ASSISTANTS.—*Continued.*

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
			$ c.	
Owen Sound, C.I.—*Con.*	Alexander, Luther Herbert	1884	1100 00	M.A., Toronto, Head Master's Certificate.
	Robertson, John Charles	1888	1100 00	B.A., " Assistant's "
	Packham, James Henry	1884	1000 00	B.A., Victoria, Head Master's "
	McMillan, James Alexander	1887	1000 00	B.A., Toronto, Regulation 59.
	Jenkins, William H.	1890	1000 00	B.A., " Permit.
Perth C. I.	Paterson, Richard Allan ....H.M.	1890	1200 00	B.A., Toronto, Head Master's Certificate.
	Stevenson, Louis	1889	900 00	B.A., Victoria, Assistant's "
	Messmore, Joseph Franklin	1890	800 00	B.A., Toronto, " "
	Woods, Emma O.	1890	750 00	B.A., Victoria, " "
Peterborough C. I	Fessenden, Cortez....H. M.	1890	1500 00	B.A., Trinity, Head Master's Certificate.
	Fife, James A.	1887	1000 00	B.A., Toronto, Assistant's "
	Jeffries, John	1890	900 00	B.A., " " "
	Ross, Ralph	1890	850 00	B.A., " " "
	Drope, William John	1890	900 00	B.A., Victoria, " "
Ridgetown C. I.	Little, John George....H.M.	1889	1100 00	B.A., Toronto, Head Master's Certificate.
	Smith, James Harvey	1888	800 00	I.C. Professional Certificate.
	Clayton, Adelaide H. R.	1890	800 00	B.A., Toronto, Assistant's Certificate.
	Fenton, William James	1890	800 00	B.A., " " "
	McRitchie, Alexander	1890	750 00	B.A., " Permit.
Seaforth C. I	Clarkson, Charles....H.M.	1887	1300 00	B.A., Toronto, Head Master's Certificate.
	Pendergast, William	1890	850 00	B.A., " Assistant's "
	Crawford, Henry J.	1890	1000 00	B.A., " Head Master's "
	Allen, Thomas G.	1890	850 00	M.A., Queen's, Assistant's "
	Kirkman, Mrs. Barbara	1884	600 00	I.A. Professional Certificate.
Stratford C. I	Merchant, Francis Walter....H.M.	1890	1800 00	M.A., Victoria, Head Master's Certificate.
	Mayberry, Charles A	1882	1000 00	B.A., Toronto, " "
	Radcliffe, Samuel John	1890	1000 00	B.A., " Assistant's "
	Taylor, Wilson	1890	1000 00	I.A. Professional Certificate.
	Lawler, Gertrude	1890	1000 00	B.A., Toronto, Assistant's Certificate.
	Malcolm, George	1890	900 00	Assistant's Certificate.
Strathroy C. I.	Wetherell, James Elgin....H.M.	1883	1800 00	B.A., Toronto, Head Master's Certificate.
	Balmer, Eliza M.	1888	1000 00	B.A., " Assistant's "
	Sparling, John Alfred	1888	1000 00	B.A., " " "

	Reynolds, Aaron K		1889	800 00	I.A., Professional Certificate.
	Sinclair, John		1890	800 00	B.A., Toronto, Assistant's Certificate.
St. Catharines C. I	Henderson, John	H.M.	1872	1600 00	M.A., Toronto, Head Master's Certificate.
	Robertson, William J		1874	1200 00	B.A., " LL.B., Victoria, Regulation 59.
	McIntyre, Evan J		1886	1000 00	B.A., " Head Master's Certificate.
	Burns, William		1887	1000 00	B.A., Queen's, " "
	Walker, Francis A		1883	700 00	Assistant's Certificate.
	Norrish, Enos John		1887	700 00	I.C. Professional Certificate.
	Odell, Albert		1889	700 00	I.A. " "
St. Mary's C. I	Martin, Stephen	H.M.	1889	1100 00	B.A., Toronto, Head Master's Certificate.
	Follick, Thomas Henry		1885	900 00	B.A., Victoria, Head Master's Certificate.
	Riddell, Frank Pringle		1885	900 00	B.A., Toronto, Assistant's "
	Ferguson, William Chalmers		1890	900 00	B.A., " " "
	Rice, John		1889	500 00	I.B. Professional Certificate.
St. Thomas C. I	Shepherd, William George	H.M.	1890	1300 00	B.A., Toronto, Head Master's Certificate.
	Quance, Noah		1882	1200 00	B.A., " " "
	McGeary, John Henry		1888	1000 00	M.A., " Assistant's "
	Leitch, Thomas		1873	900 00	Assistant's Certificate.
	Pakenham, William		1890	1000 00	I.B. Professional Certificate.
	Galbraith, Daniel Ernest		1889	650 00	Assistant's "
Toronto (Jarvis St.) C.I.	MacMurchy, Archibald	H.M.	1872	2500 00	M.A., Toronto, Head Master's Certificate.
	Crawford, William Glover		1872	1500 00	B.A., "
	Manley, Frederick Fitzpayne		1875	1700 00	M.A., " Head Master's Certificate.
	Shaw, George Edmund		1876	1500 00	B.A., "
	McEachern, Peter		1880	1200 00	B.A., " Assistant's Certificate.
	Grant, Wilbur		1880	1500 00	Regulation 59.
	McEachern, Neil		1885	1500 00	B.A., Toronto.
	Chase, George A		1889	1500 00	B.A., "
	Thompson, Charlotte Emily		1874	1000 00	I.A. Professional Certificate.
	MacMurchy, Helen		1880	900 00	I.B. " "
	Thomas, Janie		1882	800 00	I.C. " "
Toronto (Jamieson Ave.) C. I	Embree, Luther Edmund	H.M.	1888	2500 00	M.A., Toronto, Head Master's Certificate.
	Carruthers, Adam		1889	1500 00	B.A., " " "
	Sykes, Frederick Henry		1889	1500 00	M.A., " Assistant's "
	Smith, Gilbert Acheson		1889	1500 00	B.A., "
	Riddell, George Ivanhoe		1890	1500 00	B.A., " Head Master's Certificate.
	Millar, James		1888	1500 00	I.B. Professional Certificate.
	Wismer, John A		1889	1500 00	M.A., Trinity, Head Master's Certificate.
	Libby, Melancthon Fennessy		1890	1200 00	B.A., Victoria.
	Spence, Nellie		1889	1000 00	B.A., Toronto, Assistant's Certificate.
	Robertson, Madge R		1890	850 00	M.A., " " "
Whitby C. I	Tamblyn, William Ware	H.M.	1888	1300 00	M.A., Toronto, Head Master's Certificate.
	Greenwood, William John		1886	900 00	B.A., Victoria, Assistant's "
	Hogarth, George Henry		1890	900 00	B.A., Toronto, " "
	Waldron, Charles H		1888	800 00	B.A., Victoria, Head Master's "

HIGH SCHOOLS.—HEAD MASTERS AND ASSISTANTS.—*Continued.*

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
			$ c.	
Whitby C. I.—*Con*	Henderson, Anson G.	1881	900 00	Assistant's Certificate.
Woodstock C. I.	Hunter, David Hamilton.....H.M.	1884	1500 00	B.A., Toronto, Head Master's Certificate.
	Griffin, Albert Dyke	1882	1100 00	I.A. Professional Certificate.
	Lennox, Thomas Hodgins	1886	1100 00	B.A., Toronto, Head Master's Certificate.
	Hogarth, Eber Septimus	1889	900 00	B.A., " Assistant's "
	Kerr, Charles Staple	1889	900 00	B.A., " " "
Alexandria	Smith, James.....H.M.	1886	850 00	M.A., Aberdeen.
	Falconer, Charles S.	1890	600 00	I.C. Professional Certificate.
Almonte	McGregor, Peter Campbell.....H.M.	1882	1000 00	B.A., Queen's, Head Master's Certificate.
	Ross, A. H. Douglas	1889	750 00	M.A., " Assistant's "
	Smallfield, Amy E.	1888	500 00	I.C. Professional Certificate.
	Parlee, Edith	1890	500 00	I.C. " "
Arnprior	Corbett, Lewis Christopher.....H.M.	1884	1000 00	B.A., Toronto, Head Master's Certificate.
	Barclay, William B. Craig	1884	800 00	B.A., Queen's, " "
	Shine, Timothy W.	1890	500 00	I.C. Professional Certificate.
Arthur	Phillips, Sylvanus.....H.M.	1890	900 00	B.A., Victoria, Head Master's Certificate.
	Kaiser, Jesse B.	1890	600 00	I.B. Professional Certificate.
Athens	Kennedy, Lyman A.....H.M.	1888	1200 00	M.A., Victoria, Head Master's Certificate.
	Flach, Ulysses Jacob	1890	750 00	M.A., Toronto, " "
	Harrison, Margaret Louisa	1888	600 00	I.C. Professional Certificate.
	Brisbin, Bernard M.	1890	500 00	B.A., Victoria, Head Master's Certificate.
Aurora	Redditt, Thomas H.....H.M.	1888	1100 00	B.A., Toronto, Head Master's Certificate.
	Connelly, John	1888	750 00	I.B. Professional Certificate.
	Hall, W. A.	1890	500 00	Permit.
Beamsville	Wilkins, David Francis Henry.....H.M.	1888	800 00	B.A., Toronto, Head Master's Certificate.
	Krick, Philip Hermann	1889	500 00	Assistant's Certificate.
Belleville	Wright, George Sills.....H.M.	1882	1200 00	M.A., Toronto, Head Master's Certificate.
	Milburn, Edward Fairfax	1871	925 00	B.A., Trinity, Regulation 59.
	Christie, Duncan McL.	1888	750 00	I.C. Professional Certificate.

	McRae, Jessie Carr	1888	500 00	I.C. " "
	McLean, Allan	1890	750 00	Assistant's Certificate.
Berlin	Connor, James William H.M.	1870	1400 00	B.A., Toronto, Head Master's Certificate.
	Forsyth, David	1876	1100 00	B.A., " " "
	Mueller, Adolph	1876	900 00	Regulation 59.
	Sheppard, Frederick William	1888	800 00	I.C. Professional Certificate.
Bowmanville	Fenwick, Murray M. H.M.	1888	1800 00	B.A., Toronto, Head Master's Certificate.
	Coates, Daniel Harsum	1888	1000 00	B.A., " " "
	Gilfillan, James	1880	800 00	Assistant's Certificate.
	Eastwood, Ida Gertrude	1890	800 00	B.A., Toronto, Assistant's Certificate.
Bradford	Forrest, William H.M.	1879	1000 00	B.A., M.D., Head Master's Certificate.
	Owen, Thomas Arthur	1890	600 00	Assistant's Certificate.
	Pollock, James E.	1890	550 00	B.A., Toronto, Regulation 59.
Brampton	Murray, Alexander H.M.	1882	1200 00	M.A., Aberdeen.
	Johnston, George Wesley	1887	900 00	B.A., Toronto, Assistant's Certificate.
	Galbraith, William James	1887	850 00	I.A. Professional Certificate.
	Lees, Richard	1887	800 00	I.A. " "
	Pilkey, Peter Joseph	1890	600 00	I. C. Professional Certificate.
Brighton	Houston, John H.M.	1887	1000 00	M.A., Toronto, Head Master's Certificate.
	Symington, Margaret Purdie	1886	500 00	I.C. Professional Certificate.
Caledonia	Street, J. Richard H.M.	1887	1000 00	M.A., Victoria, Head Master's Certificate.
	Patterson, William John	1890	750 00	B.A., Queen's, Assistant's "
	Kenner, Henry R. H.	1888	600 00	Assistant's Certificate.
Campbellford	Shields, Alexander M. H.M.	1889	1000 00	B.A., Toronto, Head Master's Certificate.
	Jewett, Albert E.	1886	800 00	B.A., Queen's, I.C. Professional "
	Boyes, Robert E.	1889	525 00	I.A. Professional Certificate.
Carleton Place	Johnston, Joshua Reynolds H.M.	1882	1000 00	B.A., Queen's, Head Master's Certificate.
	Nesbit, David Ashton	1889	700 00	I.C. Professional Certificate.
	Jones, Alice	1889	500 00	B.A., Toronto, Head Certificate.
	McKay, Donald	1890	500 00	B.A., " Assistant's "
Cayuga	Kinnear, Louis H.M.	1888	850 00	M.A., Toronto, Head Master's Certificate.
	Sangster, Robert J.	1887	600 00	I.C. Professional Certificate.
Colborne	De La Matter, Henry H.M.	1889	800 00	B.A., Toronto, Head Master's Certificate.
	Bellamy, J. Wesley	1890	600 00	B.A., Victoria, Assistant's Certificate.
Cornwall	Johnston, William D. H.M.	1886	1200 00	B.A., Toronto, Head Master's Certificate.
	Nugent, James	1884	800 00	Regulation 59.
	Crewson, Joseph W.	1888	800 00	B.A., Victoria, I.C. Professional "
	Cameron, Kate	1890	600 00	I.C. Professional Certificate.
Deseronto	Knight, Adolphus G. H.M.	1890	1200 00	B.A., Victoria, Head Master's Certificate.
	Breuls, Ira Delos	1890	700 00	I.C. Professional Certificate.

HIGH SCHOOLS.—HEAD MASTERS AND ASISSTANTS.—*Continued.*

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualifications.
			$ c.	
Dundas	Colbeck, Franklin Charles.....H.M.	1889	1000 00	B.A., Victoria.
	Farrell, Thomas Henry	1889	650 00	M.A., Queen's, Assistant's Certificate.
	Pearson, Alexander	1889	500 00	Assistant's Certificate.
Dunnville	Croly, John Edgar.....H.M.	1890	800 00	M.A., Toronto, Head Master's Certificate.
	Brown, Malcolm D	1889	700 00	I.B. Professional Certificate.
	Stephenson, Lionel Berford	1890	650 00	Assistant's Certificate.
Dutton	Gunne, Charles Robert.....H.M.	1890	1000 00	B.A., Trinity, Head Master's Certificate.
	Lent, David Harmon	1890	725 00	I.A. Professional Certificate.
	Cooke, Abraham Bedford	1890	600 00	B.A., Trinity, Head Master's Certificate.
Elora	Jardine, William Wilson.....H.M.	1888	900 00	B.A., Toronto, Head Master's Certificate.
	Latimer, Charlotte	1890	350 00	Assistant's Certificate.
Essex	Crassweller, Christopher L.....H.M.	1888	1200 00	B.A., Toronto, Head Master's Certificate.
	Nugent, Wilbur Wilkes	1890	700 00	Assistant's Certificate.
	Hardy, Christina	1889	550 00	I.C. Professional Certificate.
Fergus	Perry, Peter.....H.M.	1889	900 00	M.A., Trinity, Head Master's Certificate.
	Galbraith, Robert	1889	600 00	I.C. Professional Certificate.
	McDougall, Catharine	1889	450 00	I.C. " "
Gananoque	Smellie, William K. T.....H.M.	1882	1000 00	B.A., Toronto, Head Master's Certificate.
	Curle, William	1889	600 00	M.A., Queen's, Assistant's Certificate.
	Callander, Cyrus N.	1890	500 00	I.C. Professional Certificate.
Georgetown	Barron, Robert Amour.....H.M.	1890	1100 00	B.A., Toronto, Head Master's Certificate.
	Jones, Samuel S.	1889	660 00	I.C. Professional Certificate.
	Weaver, Richard Leigh	1889	500 00	Assistant's Certificate.
Glencoe	Wilson, Gilbert D.....H.M.	1889	1200 00	B.A., Toronto, Head Master's Certificate.
	McIntyre, Alexander	1889	700 00	I.B. Professional Certificate.
	Cloney, Sarah Louise	1889	550 00	I.C. " "
Goderich	Strang, Hugh Innis.....H.M.	1871	1200 00	B.A., Toronto, Head Master's Certificate.
	Moore, Alvin Joshua	1880	850 00	B.A., " " "
	Halls, Samuel Pollard	1876	800 00	B.A., Victoria, " "

	Charles, Henrietta	1889	1000 00	B.A., Toronto, Assistant's "
	Stevenson, William John	1890	600 00	I.C. Professional Certificate.
Gravenhurst	Sherin, Frederick ..H.M.	1889	850 00	M.A., Victoria, Head Master's Certificate.
	Lent, Agnes C.	1889	500 00	I.C. Professional Certificate.
Grimsby	Bonis, Henry ..H.M.	1889	800 00	B.A., Toronto, Head Master's Certificate.
	Cornwall, Mary Mills	1890	500 00	Assistant's Certificate.
Harriston	McMurchie, James ..H.M.	1881	1200 00	B.A., Toronto, Head Master's Certificate.
	Schmidt, Otto L.	1885	900 00	B.A., " " "
	Snider, Eber E.	1890	600 00	B.A., Victoria, Assistant's "
Hawkesbury	Hardie, Charles John ..H.M.	1890	900 00	B.A., Toronto, Head Master's Certificate.
	McPhail, Alexander C.	1889	600 00	I.B. Professional Certificate.
Iroquois	Carman, James A. ..H.M.	1886	1000 00	B.A., Victoria.
	Casselman, Alexander Clark	1886	700 00	I.C. Professional Certificate.
	Carstairs, J. Stuart	1890	700 00	Assistant's Certificate.
Kemptville	Cody, William Stephen ..H.M.	1884	1000 00	B.A., Toronto, Head Master's Certificate.
	Craig, Thomas Allan	1885	800 00	I.A. Professional Certificate.
	Jackson, Joseph A.	1890	500 00	B.A., Victoria, Head Master's Certificate.
Kincardine	Perry, Samuel Walter ..H.M.	1890	1100 00	B.A., Victoria, Head Master's Certificate.
	Gray, James	1890	850 00	M.A., Toronto, " "
	French, Frederick William	1890	700 00	B.A., " Assistant's "
	Barr, Janet	1890	500 00	I.C. Professional Certificate.
Listowel	Tanner, John A. ..H.M.	1887	1000 00	M.A., Trinity, Head Master's Certificate.
	Irwin, William	1888	700 00	I.A. Professional Certificate.
	Farquharson, Robert Andrew	1889	600 00	Assistant's Certificate.
Lucan	Mulloy, Charles Wesley ..H.M.	1890	1050 00	B.A., Toronto, Head Master's Certificate.
	Mott, Nellie	1890	700 00	B.A., " Assistant's "
	Edwards, Clarence B.	1890	650 00	I.C. Professional Certificate.
Madoc	Watson, Alexander H. ..H.M.	1889	1100 00	B.A., Toronto, Head Master's Certificate.
	Hunter, D. J.	1890	650 00	Permit.
Markham	Reed, George Henry ..H.M.	1890	900 00	B.A., Toronto, Head Master's Certificate.
	Ireland, Wellington W.	1890	600 00	I.A. Professional Certificate.
	MacArthur, Christina M.	1890	600 00	I.C. " "
Mitchell	Elliot, William ..H.M.	1882	1050 00	B.A., Toronto, Head Master's Certificate.
	Porter, Thomas	1890	750 00	I.B. Professional Certificate.
	Campbell, Mary R. T.	1890	500 00	I.C. " "
Mount Forest	Hagarty, Edward W ..H.M.	1887	1100 00	B.A., Toronto, Head Master's Certificate.
	Snell, Joseph	1890	800 00	M.A., Queen's, Assistant's "
	Jones, Alice	1890	650 00	B.A., Toronto.

HIGH SCHOOLS.—HEAD MASTERS AND ASSISTANTS.—*Continued.*

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualification.
			$ c.	
Napanee	Henry, Thomas McKee....H.M.	1890	1200 00	B.A., Toronto, Head Master's Certificate.
	Wagar, Nelson	1880	900 00	B.A., Victoria, Regulation 59.
	Lang, Augustus E.	1889	900 00	B.A., " Assistant's Certificate.
	Morden, Gilbert Walworth	1890	900 00	B.A., Toronto, " "
Newburgh	Monroe, John A.....H.M.	1890	900 00	B.A., Victoria, Head Master's Certificate.
	Dandeno, James Brown	1889	650 00	I.C. Professional Certificate.
Newcastle	Davidson, Hugh.....H.M.	1889	800 00	B.A., Toronto, Head Master's Certificate.
	Ott, Minna E.	1890	450 00	I. C. Professional Certificate.
Newmarke	Dickson, John Elder.....H.M.	1880	1100 00	B.A., Toronto, Head Master's Certificate.
	Hollingshead, John Edwin	1884	600 00	Assistant's Certificate.
	Burgess, John Armstrong	1888	650 00	" "
Niagara	Andrews, Albert.....H.M.	1875	800 00	Qualified under former Act.
	Carnochan, Janet	1878	450 00	I.B. Professional Certificate.
Niagara Falls South	McGregor, John O.....H.M.	1890	900 00	M.A., Toronto, Head Master's Certificate.
	Longman, Edwin	1889	600 00	I.A. Professional Certificate.
Norwood	Davidson, John.....H.M.	1882	1000 00	M.A., Victoria, Head Master's Certificate.
	Ryckman, Louise Lavelle	1890	700 00	B.A., Toronto, Assistant's "
	Mahood, Perry S.	1890	500 00	B.A., Queen's, Permit.
Oakville	Wellwood, Nesbitt John.....H.M.	1874	1050 00	B.A., Toronto.
	Lusk, Charles Horace	1871	750 00	M.D., I.B. Professional Certificate.
Omemee	Hicks, Henry M.....H.M.	1890	750 00	M.A., Toronto.
	Orr, Alfred	1887	600 00	I.C. Professional Certificate.
Orangeville	Steele, Alexander.....H.M.	1879	1400 00	B.A., Toronto, Head Master's Certificate.
	Parker, Frank R.	1889	750 00	B.A., Queen's, " "
	Corkill, Edward James	1889	700 00	B.A., " Assistant's "
	Moir, Mary Ann	1888	550 00	I.C. Professional Certificate.
Orillia	Ryerson, Jesse.....H.M.	1882	1050 00	B.A., Toronto, Head Master's Certificate.
	Waugh, John	1887	900 00	B.A., " " "
	Huff, Samuel	1888	600 00	I.C. Professional Certificate.

	Claxton, John Alexander	1888	600 00	B.A., Queens, Assistant's Certificate.
Oshawa	Smith, Lyman C.....H.M.	1882	1300 00	B.A., Victoria, Head Master's Certificate.
	Gourlay, Richard	1888	950 00	B.A., Toronto, Assistant's "
	Panton, Jessie R. H	1886	600 00	I.B. Professional Certificate.
	Henderson, Margaret Eadie	1879	600 00	Assistant's Certificate.
Paris	Acres, Jonathan William.....H.M.	1857	1100 00	B.A., Trinity, Head Master's Certificate.
	Armstrong, George Henry	1875	700 00	Assistant's Certificate.
	Pugsley, Edmund	1890	650 00	B.A., Victoria, Assistant's Certificate.
Parkhill	Bigg, Edmund Murney.....H.M.	1878	900 00	M.A., Toronto, Head Master's Certificate.
	May, William Fisher	1886	700 00	I.C. Professional Certificate.
	Hitchon, Alice Rachel	1889	600 00	Assistant's Certificate.
Pembroke	Lapp, Levi.....H.M.	1878	1100 00	B.A., Toronto, Head Master's Certificate.
	Halliday, Harry	1888	750 00	B.A., Queen's, " "
	MacNamara, Francis	1890	700 00	B.A., Toronto, Assistant's "
Petrolea	Bell, John J.....H.M.	1888	1000 00	B.A., Toronto, Head Master's Certificate.
	Clyde, William	1886	950 00	M.A., Queen's, Assistant's "
	Montgomery, William	1889	800 00	B.A., Toronto, " "
	King, Robert	1889	800 00	B.A., Toronto, Permit.
Picton	Dobson, Robert.....H.M	1880	1200 00	B.A., Victoria, Head Master's Certificate.
	Rogers, J. C	1890	750 00	I.A. Professional Certificate.
	Clark, Joseph Campbell	1888	700 00	Assistant's "
	Barr, Agnes	1888	500 00	I.C. Professional "
Port Arthur	Law, William H.....H.M.	1887	1200 00	B.A., Victoria, Head Master's Certificate.
	Morgan, James William	1890	900 00	I.A. Professional Certificate.
Port Dover	Sidley, Henry Ragland.....H.M.	1890	800 00	B.A., Trinity, Head Master's Certificate.
	Seaton, Edward T	1890	600 00	I.C. Professional Certificate.
Port Elgin	Lillie, John Turner.....H.M.	1889	1000 00	B.A., Victoria, Head Master's Certificate.
	Gundry, Arthur Presland	1890	650 00	Assistant's Certificate.
	Odell, Nettie	1890	550 00	" "
Port Hope	Purslow, Adam.....H.M.	1865	1300 00	M.A., LL.D., Victoria, Head Master's Certificate.
	Kirkconnell, Thomas A.	1888	900 00	I.C. Professional Certificate.
	Evans, William E	1889	750 00	Assistant's Certificate.
	Potts, Helene E.F	1890	600 00	" "
Port Perry	McBride, Dugald.....H.M.	1871	1400 00	B.A., Victoria, Head Master's Certificate.
	Stone, George	1883	850 00	I.C. Professional Certificate.
	Spence, John	1890	520 00	I.C. Professional Certificate.
	Marty, Sophie E	1890	600 00	I.A. Professional "
Port Rowan	Potter, Charles.....H.M.	1887	800 00	B.A., Toronto, Head Master's Certificate.
	Bishop, Charles P	1890	550 00	Permit.

HIGH SCHOOLS.—HEAD MASTERS AND ASSISTANTS.—*Concluded.*

Name of School.	Head Masters and Assistants.	Date of Appointment.	Salary.	Qualification.
			$ c.	
Prescott	McPherson, Moses ..... H.M.	1871	1000 00	M.A., Victoria.
	Walker, David McKenzie	1889	700 00	I.B. Professional Certificate.
Renfrew	McDowell, Charles ..... H.M.	1879	950 00	B.A., Queen's, Head Master's Certificate.
	Mills, John Hudson	1890	750 00	B.A., " " "
	Anderson, Henrietta	1888	475 00	I.C. Professional Certificate.
Richmond Hill	McCuaig, Herbert M. ..... H.M.	1888	1000 00	B.A., Queen's, Head Master's Certificate.
	Innes, Alexander R	1888	600 00	I.C. Professional Certificate.
Sarnia	Grant, David M. ..... H.M.	1886	1100 00	B.A., Toronto, Head Master's Certificate.
	Skinner, Daniel S.	1888	900 00	B.A., " " "
	Orr, Robert Kimball	1890	800 00	B.A., " " "
	Campbell, Alexander	1890	900 00	B.A., " Assistant's "
Simcoe	Christie, James Douglas ..... H.M.	1889	1200 00	B.A., Toronto, Head Master's Certificate.
	Furlong, Thomas Henry	1888	650 00	I.B. Professional Certificate.
	Bell, Walter N.	1890	650 00	Assistant's "
Smith's Falls	Houston, John Arthur ..... H.M.	1887	1050 00	M.A., Trinity, Head Master's Certificate.
	Anderson, Edward Albert	1889	700 00	M.A., Dublin, Assistant's "
	Clark, Luther John	1890	600 00	Assistant's Certificate.
Smithville	Tremeer, James ..... H.M.	1890	800 00	B.A., Victoria, Head Master's Certificate.
	Barber, Ella U.	1890	400 00	B.A., " Permit.
Stirling	Reid, Joseph ..... H.M.	1887	1050 00	M.A., LL.B., Toronto, Head Master's Certificate.
	Simmons, James Wilson	1889	600 00	I.C. Professional Certificate.
Streetsville	Hopper, Samuel Thomas ..... H.M.	1889	850 00	B.A., Victoria, Head Master's Certificate.
	Stevenson, Orlando J.	1890	600 00	Assistant's Certificate.
Sydenham	Burgess, James Edward ..... H.M.	1877	1200 00	M.A., Queen's, Head Master's Certificate.
	Harvey, William Blakely	1890	700 00	I.B. Professional Certificate.
	Spooner Margaret Maria	1890	475 00	B.A., Queen's, Assistant's Certificate.
Thorold	McCulloch, Andrew ..... H.M.	1877	1100 00	M.A., Queen's, Head Master's Certificate.
	Walrond, Thomas James	1889	750 00	I.A. Professional Certificate.

Tilsonburg	Reavley, Albert W. ..... H.M.	1886	900 00	B.A., Toronto, Head Master's Certificate.
	Revell, Daniel Graiseberry	1889	700 00	Assistant's Certificate.
Trenton	Little, David C. ..... H.M.	1886	1200 00	B.A., Toronto, Head Master's Certificate.
	McLean, Godwin V.	1886	800 00	Assistant's Certificate.
	Pattee, Ada	1889	600 00	I.C. Professional Certificate.
Uxbridge	Park, Henry George ..... H.M.	1888	1000 00	B.A., Toronto, Head Master's Certificate.
	Grey, Jeremiah Wilson.	1890	800 00	B.A., Victoria, " "
	Ferguson, Miles	1889	750 00	I.A. Professional Certificate.
Vankleekhill	Jamieson, Thomas ..... H.M.	1889	800 00	B.A., Victoria, Head Master's Certificate.
	Cook, John A.	1890	500 00	B.A., Queen's, Assistant's Certificate.
	McMahon, Henry C.	1889	500 00	Assistant's Certificate.
Vienna	Hicks, David ..... H.M.	1888	800 00	B.A., Toronto, Head Master's Certificate.
	Kilmer, Ernest Elgin	1889	550 00	Assistant's Certificate.
Walkerton	Morgan, Joseph ..... H.M.	1881	1200 00	M.A., Toronto, Head Master's Certificate.
	Elliott, John	1889	1000 00	B.A., Queen's, " "
	Robson, Jessie Holmes	1889	800 00	B.A., Toronto, Assistant's "
	McKay, Donald	1881	600 00	Regulation 59.
Wardsville	Francis, Daniel ..... H.M.	1887	800 00	B.A., Toronto, Head Master's Certificate.
	Ross, Clarissa Alexandra	1890	500 00	Assistant's Certificate.
Waterdown	Page, Thomas Otway ..... H.M.	1886	850 00	B.A., Toronto, Head Master's Certificate.
	Hill, Richard	1887	600 00	I.B. Professional Certificate.
Welland	Lennox, John ..... H.M.	1888	800 00	I.B. Professional Certificate.
	Perry, Edith Campbell	1889	550 00	Assistant's Certificate.
	Colling, James	1890	800 00	B.A., Toronto, Assistant's Certificate.
Weston	Elliott, Thomas E. ..... H.M.	1890	1200 00	B.A., Toronto, Head Master's Certificate.
	McNicol, James	1890	700 00	B.A., " Assistant's "
Williamstown	Wynne, William Charles ..... H.M.	1890	1000 00	B.A., Cambridge, Head Master's Certificate.
	McCormack, Joseph	1889	550 00	B.A., Queen's, " "
	Nelson, John	1890	550 00	I.B. Professional Certificate.
Windsor	Sinclair, Angus ..... H.M.	1875	1200 00	M.A., Toronto.
	McNeill, Alexander	1879	800 00	I.C. Professional Certificate.
	Elliott, Edwin	1888	800 00	B.A., Queen's, Assistant's Certificate.
	Freeman, John Alexander	1889	800 00	B.A., Toronto, " "

Recapitulation.

31 Collegiate Institutes.
89 High Schools.

Total, 120

393 Male Teachers.
59 Female "

Total, 452

Collegiate Institutes.

31 Head Masters.
162 Assistant "

Total, 193

High Schools.

89 Head Masters.
170 Assistant "

Total, 259

Grand Total.

120 Head Masters.
332 Assistant "

Grand Total, 452

Date of Appointment.

1	1857
1	1865
1	1866
2	1868
1	1870
5	1871
3	1872
2	1873
4	1874
5	1875
6	1876
2	1877
6	1878
5	1879
11	1880
7	1881
18	1882
8	1883
10	1884
13	1885
22	1886
27	1887
56	1888
99	1889
137	1890
452	

Salaries.

Collegiate Institutes.

Highest salary.....$2500
Average " H.M.. 1438
" " A.M.. 948

Average salary.....$1026

High Schools.

Highest salary. $1800
Average " H.M.. 1034
" " A.M.. 670

Average salary .....$ 789

Grand Total.

Highest salary.....$2500
Average " H.M.. 1138
" " A.M.. 804

Average salary.....$ 892

Universities, etc., of Masters.

Collegiate Institutes.

Toronto	103
Victoria	22
Queen's	11
Trinity	3
McGill	2
Assistants' Certificates	11
Professional "	34
Permit	2
Regulation 59	5
Total	193

High Schools.

Toronto	80
Victoria	31
Queen's	26
Trinity	8
British	4
Head Masters' Certificates	2
Assistants' Certificates	31
Professional "	71
Permits	3
Regulation 59	3
Total	259

Grand Total.

Toronto	183
Victoria	53
Queen's	37
Trinity	11
McGill	2
British	4
Head Masters' Certificates	2
Assistants' Certificates	42
Professional "	105
Permits	5
Regulation 59	8
Grand total	452

2.—Names of persons who have received High School Head Masters' Certificates since 1875.

Certificate issued.	
1878.	Asselstine, Henry A.
1880.	Arthur, E. C.
1884.	Alexander, L. H.
1885.	Ames, A. F.
1890.	Acres, Jonathan W.
1875.	Brisbin, B. M.
1875.	Ballantyne, Francis.
1875.	Briston, Leonard Vaughan.
1876.	Beavers, George.
1880.	Brethour, John H.
1880.	Birchard, Isaac J.
1881.	Burwash, Stephen.
1881.	Bowerman, Allen.
1881.	Barron, Robert A.
1882.	Bannister, A. W.
1882.	Briden, William.
1883.	Barnes, Chas. A.
1884.	Bellamy, Jerrie S.
1885.	Bissonnette, J. D.
1885.	Bald, May B.
1885.	Baptie, George.
1886.	Burt, Arthur W.
1886.	Burns, William.
1887.	Balmer, Robert.
1889.	Barclay, Wm. Barclay Craig.
1889.	Bonis, Henry.
1890.	Burgess, James Edward.
1890.	Bigg, Edmund Murney.
1875.	Clarke, Rev. Wm. Reid.
1875.	Craig, J. J.
1876.	Carscadden, Thos.
1877.	Clapp, David P.
1877.	Cruickshank, J. T.
1877.	Cooke, Abraham Bedford.
1879.	Campbell, Henry James.
1879.	Crosby, Alonzo Cyrus.
1880.	Curry, Edward L.
1880.	Cruickshank, Alex. D.
1881.	Clarkson, Charles.
1881.	Campbell, A. G.
1881.	Carroll, Wm. Edward.
1881.	Cox, John Loane.
1882.	Cole, Addison.
1882.	Carveth, Geo. Henry.
1883.	Crasweller, Christopher Lewis.
1883.	Corbett, Lewis Christopher.
1884.	Connell, J. C.
1884.	Cody, William Stephen.
1885.	Crichton, Alexander.
1885.	Cochrane, Robt. Rutherford.
1885.	Campbell, Peter S.
1885.	Christie, James Douglas.
1886.	Cruickshank, Geo. Robt.
1886.	Cameron, John H.
1888.	Conboy, Daniel.
1888.	Croly, J. Edgar.
1888.	Crawford, Henry J.
1889.	Cornwall, Leslie J.
1889.	Coates, Daniel Harsum.
1889.	Carruthers, Adam.
1890.	Chisholm, Wm. James.
1890.	Connor, James Wm.
1890.	Crawford, John Thos.
1890.	Campbell, Wm. Clark.
1879.	Dickson, John Elder.
1880.	Davidson, Alex. Bruce.
1880.	Dorland, Peter Leavens.
1881.	Douglas, John.
1882.	Davidson, John.
1882.	Donovan, Cornelius.
1884.	Davis, Bidwell N.
1886.	De Guerre, Ambrose.
1888.	Davidson, Hugh.
1890.	Dales, John Nelson.
1890.	Davison, James.
1890.	Dobson, Robert.
1875.	Edgcumbe, George.
1879.	Ellis, William S.
1880.	Echlin, R. P.
1881.	Embree, Luther Edmund.
1881.	Eadie, Robert.
1882.	Elliot, William.
1884.	Evans, Walter Thompson.
1888.	Elliott, Thomas E.
1889.	Elliott, John.
1890.	Elliott, Edwin.
1879.	Forrest, William.
1880.	Fenwick, Murray M.
1880.	Fraser, William Henry.
1882.	Ferguson, Robert.
1882.	Finlay, A. W. Aytoun.
1885.	Fitzgerald, Lizzie S.
1886.	Follick, Thomas H.
1886.	Fotheringham, John Taylor.
1887.	Francis, Daniel.
1887.	Fowler, Richard Victor.

2.—Names of persons who have received High School Head Masters' Certificates since 1875.—*Continued.*

Certificate issued.	
1889.	Fessenden, Cortez.
1890.	Flack, Ulysses Jacob.
1890.	Forsyth, David.
1876.	Graham, John.
1877.	Gunne, Charles Robt.
1878.	Givens, David Alex.
1884.	Grant, David Mills.
1884.	Gamble, Joseph B.
1886.	Gray, James.
1887.	Gray, Robert Alex.
1888.	Grey, Jeremiah Wilson.
1889.	Gibbard, Alex. Hanna.
1890.	Guilett, Cephas.
1890.	Giffin, James Andrew.
1875.	Hamilton, John B.
1875.	Hodgson, John Eastwood.
1876.	Holiday, C. S.
1877.	Herald, John.
1878.	Hooper, Thomas H.
1878.	Hamilton, John A.
1880.	Harrison, Charles W.
1880.	Hoople, Heber N.
1881.	Hicks, David.
1881.	Hough, J. W.
1881.	Harstone, Leonard.
1882.	Hamilton, James Arch.
1884.	Henry, Thomas M.
1884.	Haight, Milton.
1884.	Hopper, Samuel Thos.
1885.	Hunter, James M.
1885.	Huston, William Henry.
1886.	Halliday, Henry.
1886.	Halls, Samuel P.
1887.	Hagarty, Edward William.
1887.	Houston, John.
1888.	Hunt, William H.
1888.	Harstone, John C.
1888.	Holgate, Thomas F.
1889.	Hogarth, Geo. Henry.
1889.	Hamilton, James Reid.
1889.	Hardie, Charles John.
1890.	Houston, John Arthur.
1890.	Hunter, David Hamilton.
1879.	Irvine, William H.
1875.	Jeffers, J. Frith.
1875.	Jamieson, James S.
1877.	Jolliffe, O. J.
1877.	Jamieson, William S.
1877.	Johnston, Adam.
1879.	Johnson, W. D.
1883.	James, Nathaniel C.
1883.	Johnston, Joshua R.
1883.	Jardine, William W.
1883.	Johnston, William.
1889.	Jamieson, Thomas.
1890.	Jackson, Joseph A.
1890.	Jackson, Wm. Shutt.
1890.	Jones, Alice.
1876.	Knight, Adolphus G.
1880.	Kennedy, H. E.
1881.	Kemp, Clifford.
1881.	Kennedy, Lyman A.
1884.	Kemp, Chester Chas.
1888.	Kinnear, Louis.
1890.	Knight, Arch. P.
1881.	Lown, Alex. Sheppard.
1881.	Lyall, Thomas F.
1882.	Levan, Isaac M.
1882.	Lafleur, Paul F.
1884.	Langford. A. L.
1885.	Lennox, Thomas H.
1886.	Little, David C.
1887.	Little, John G.
1887.	Lapp, Levi.
1887.	Lillie, John Turner.
1888.	Laird, George J.
1888.	Lochead, William.
1890.	Little, Robert A.
1890.	Law, Wm. Henry.
1876.	Munro, Donald.
1876.	Montgomery, Henry.
1877.	Mundell, William.
1879.	Morris, Albert Moulton.
1880.	Merchant, Francis W.
1882.	Monroe, John A.
1882.	Moir, Robert.
1882.	Morgan, Joseph.
1883.	Mayberry, Charles A.
1884.	Mulloy, Charles Wesley.
1886.	Maxwell, David A.
1887.	Moore, William.
1887.	Martin, Stephen.
1888.	Manley, Frederick F.
1888.	Milner, William S.
1889.	Marshall, Thomas.

2.—Names of persons who have received High School Head Masters' Certificates since 1875.—*Continued.*

Certificate issued.	
1889.	Millar, John.
1890,	Moore, Alvin Joshua.
1890.	Murphy, Stephen Henry.
1890.	Massey, Norman Levi.
1890.	Morden, Gilbert Walworth.
1875.	McMurchy, Archibald.
1875,	McMurchy, James.
1876.	McPherson, M.
1877.	McKay, John Walwick.
1877.	McGregor, John Ormond.
1878.	McCulloch, Andrew.
1879.	McDowell, Charles.
1879.	McLachlan, G.
1879.	McBride, William.
1879.	McBride, Dugald.
1879.	McKay, Matthew.
1880.	McKay, Emmanuel.
1881.	McKillop, A.
1881.	McCallum, A. B.
1882.	McGillivray, Charles F.
1882.	McBride, John.
1882.	MacCallum, Arch. Byron.
1882.	MacGillivray, John.
1884.	McKay, Alex. Grant.
1884.	McGillivray, D.
1885.	McCormack, Joseph.
1885.	McIntyre, Evan John.
1886.	McIntyre, James M.
1887.	McColl, Allan Evan.
1887.	McKay, Alexander Chas.
1889.	McGregor, Peter Campbell.
1889.	Macpherson, Fred F.
1890.	Macmillan, John.
1890.	McCuaig, Herbert M.
1881.	Nichol, R. T.
1882.	Nugent, Andrew.
1877.	O'Connor, William.
1883.	Odlum, E.
1885.	O'Hagan, Thomas.
1890.	Orr, Robert Kimball.
1876.	Phillips, Rev. T. D.
1877.	Paterson, David S.
1877.	Page, Thomas Otway.
1877.	Panton, James Hoyes.
1878.	Pollock, James Edward.
1879.	Perry, Peter.
1879.	Parker, Andrew Leonard.
1881.	Passmore, Samuel Francis.
1882.	Phillips, Sylvanus.
1883.	Pomeroy, J. C.
1884.	Packman, James H.
1884.	Park, Henry G.
1886.	Perry, S. W.
1887.	Passmore, Albert Daniel.
1887.	Potter, Charles.
1889.	Paterson, Richard Allen.
1890.	Parker, Francis Robt.
1890.	Philip, James Henry.
1890.	Purslow, Adam.
1889.	Quance, Noah.
1875.	Ross, John Read.
1875.	Robertson, Richard Allin.
1875.	Reavley, Albert W.
1877.	Ryerson, T. J.
1882.	Rothwell William.
1884.	Robertson, Charles.
1884.	Riddell, Geo. Ivanhoe.
1885.	Robertson, Neil.
1889.	Reid, Joseph.
1890.	Reed, George Henry.
1890.	Rogers, Thomas Henry.
1890.	Rutherford, Walter W.
1890.	Redditt, Thos. Henry.
1875.	Shaw John.
1877.	Smith, Lewis C.
1878.	Steele, Alexander.
1879.	Smith, Daniel Edwin.
1879.	Smith, George.
1879.	Shannon, Lewis W.
1880.	Scales, Thomas.
1880.	Smith, D. S.
1881.	Smellie, William K. T.
1882.	Sutherland, William Mc.
1883.	Smith, Lyman C.
1883.	Strongman, William A.
1883.	Squair, John.
1884.	Stevenson, Andrew.
1884.	Simpson, John.
1885.	Sherin, Frederick.
1885.	Sparling, Geo. Belton.
1885.	Sanderson, James Herbert.
1885.	Stevens, W. H.
1885.	Street, Jacob Richard.
1885.	Scott, Colin A.
1886.	Skinner, Daniel S.

2.—Names of persons who have received High School Head Masters' Certificates since 1875.—*Concluded.*

Certificate issued.	
1887.	Schmidt, Otto L.
1887.	Short, James.
1888.	Somerville, Thomas C.
1889.	Smith, Arthur Henry.
1889.	Strang, Hugh Innis.
1889.	Shields, Alex. M.
1889.	Sinclair, Samuel Bower.
1889.	Sanderson, William.
1890.	Shepherd, Wm. George.
1890.	Sidley, Henry Ragland.
1890.	Sinclair, Arthur H.
1890.	Sinclair, John.
1890.	Snell, Joseph A.
1890.	Stork, Jennie.
1890.	Seymour, Wm. Fred.
1890.	Sinclair, Angus.
1890.	Stratton, Alfred Wm.
1875.	Tilley, William Edward.
1882.	Tanner, John A.
1886.	Twohey, William James J.
1889.	Turnbull, James.
1889.	Turner, John Burgess.
1890.	Tamblyn, William Ware.
1890.	Thompson, Robt. Allen.
1890.	Tremeer, James.
1875.	Unsworth, Richard.
1875.	Wood, William Hugh.
1875.	Wallace, George.
1877.	Ward, George B.
1879.	Worrell, Clare L.
1879.	Wetherell, James Elgin.
1879.	Wallace, Wm. G.
1879.	Whittington, Robert.
1881.	West, John D.
1882.	Wright, George Sills.
1883.	Webber, Frederick W.
1883.	Watson, Alexander H.
1883.	Wright, Arthur W.
1884.	Waldron, Charles H.
1884.	Westlake, H.
1885.	Weir, Archibald.
1885.	Williams, Nelson.
1886.	Wilkins, David Francis H.
1888.	Wilson, Gilbert Daniel.
1889.	Wismer, John Anderson.
1889.	Whitney, W. A.
1889.	Wilson, John.
1889.	Waugh, John.
1890.	Williams, Chas. Wynne.
1890.	Wilson, Henry Langford.
1887.	Young, Archibald H.

3. List of persons who have received Public School Inspectors' Certificates since 1871.

Certificate issued.	
1871.	Agnew, John, M.D.
1871.	Alexander, William.
1871.	Agar, T. S.
1880.	Armstrong, T. C. L., M.A.
1880.	Armstrong, John, B.A.
1883.	Atkin, Welbern.
1871.	Blaicher, Peter Campbell.
1871.	Brebner, John.
1871.	Brown, James Coyle.
1871.	Bigg, William R.
1871.	Bell, Rev. George, B.A.
1871.	Brown, Alexander Howard.
1871.	Butler, A. F.
1871.	Bell, James.
1871.	Boyle, J. B.
1871.	Ball, James H., B.A.
1871.	Burrows, Frederick.
1871.	Borthwick, Rev. H. J., M.A.
1871.	Blair, Rev. George, M.A.
1871.	Ballard, William Henry, M.A.
1871.	Bradbury, Joel Lawton, M.A.
1871.	Burt, Rev. F.
1872.	Bigg, E. M., M.A.
1873.	Brown, Arthur.
1876.	Barnes, Charles A., B.A.
1876.	Birchard, Isaac J., M.A.
1879.	Brisbin, Bernard M., B.A.
1881.	Blair, Rev. William, B.A.
1881.	Bowerman, John T.
1882.	Barron, Robert A.
1883.	Burgess, J. E., B.A.
1885.	Bellamy, J. S., B.A.
1885.	Burns, William.
1885.	Baptie, George, M.A., M.B.
1887.	Bruce, Edward Wesley.
1887.	Broderick, Gideon E.
1890.	Burgess, Herbert H.
1871.	Clarkson, Charles, B.A.
1871.	Carlyle, William.
1871.	Comfort, John Harris.
1871.	Cuthbertson, Rev. George.
1871.	Clapp, David P., B.A.
1871.	Clendening, William Scott.
1871.	Colter, C. W., A.B.
1871.	Cameron, John.
1872.	Carman, Robert B., M.A.
1872.	Carson, W. J.
1872.	Coleman, Rev. A. H., B.A.

Certificate issued.	
1873.	Clarke, J. G., B.A.
1874.	Carson, Joseph S.
1877.	Campbell, Alexander.
1877.	Cochrane, R. R.
1878.	Cornell, D. B.
1878.	Carlyle, Alexander, B.A.
1878.	Carlyle, James, M.D.
1878.	Campbell, Rev. John, B.A.
1878.	Curry, Charles D., B.A.
1880.	Colles, William H. G.
1880.	Connor, James W., B.A.
1880.	Craig, James J., B.A.
1881.	Carman, James Addison, B.A.
1881.	Clarke, D. K., B.A.
1882.	Corbett, Lewis C., B.A.
1882.	Cox, John L., B.A.
1882.	Chadwick, Charles W.
1883.	Campbell, Thos.
1884.	Crosby, Alonzo C., B.A.
1885.	Cowley, Robert Henry.
1886.	Campbell, Neil W.
1871.	Davey, Peter N.
1871.	Dewar, Archibald.
1871.	Dunn, J. Murrison, B.A.
1871.	Donelly, Joseph Henry.
1871.	De La Matter, Henry.
1871.	Denton, John.
1871.	Douglas, William Alexander.
1872.	Dupuis, N. F., M.A.
1872.	Dearness, John.
1879.	Dorland, Peter Leavens, B.A.
1879.	Davis, S. Percy, B.A.
1884.	Deacon, John Scott.
1884.	Dawson, R., B.A.
1884.	Davis, Bidwell N., B.A.
1885.	Davidson, Alexander Bruce, B.A.
1887.	Day, Isaac.
1887.	Duncan, John McD., B.A.
1871.	Eckford, John.
1871.	Elliott, Rev. F. G.
1872.	Emerson, Samuel.
1880.	Eastman, Samuel H., B.A.
1880.	Embury, Allan.
1880.	Echlin, Robert P., B.A.
1881.	Embree, Luther E., B.A.
1885.	Elliott, William, B.A.
1887.	Elliott, John.
1890.	Eldon, Robert Henry.

3.—List of persons who have received Public School Inspectors' Certificates since 1871.—*Continued.*

Certificate issued.	
1871.	Fullerton, James.
1871.	Ferguson, William.
1871.	Fitch, B. F., M.A.
1871.	Fordyce. A. Dingwall.
1871.	Freer, Benjamin.
1871.	Fotheringham, David.
1871.	Fergusson, Rev. W. A.
1873.	Foreman, William.
1879.	Forrest, William, B.A., M.D.
1880.	Fletcher, Morris Johnson.
1881.	Fraser, Rev. R. D., B.A.
1884.	Ferguson, Miles.
1886.	Fenwick, Murray M., B.A.
1871.	Ganton, Stephen.
1871.	Glashan, John C.
1871.	Groat, Stillman P.
1871.	Girardot, Theodule.
1871.	Gray, James B.
1871.	Gordon, Thomas.
1871.	Gordon, Nathaniel.
1871.	Grier, Andrew.
1871.	Gordon, Rev. James, M.A.
1871.	Gordon, Charles.
1871.	Gick, Henry.
1871.	Garrett, Rev. Thomas, B.A.
1878.	Grant, Rev. George, B.A.
1878.	Givens, David Alex., B.A.
1880.	Graham, John, B.A.
1886.	Griffin, A. D.
1890.	Galbraith, William J.
1890.	Greenless, Robt. Franklin.
1871.	Herald, Rev. James.
1871.	Henderson, Thomas.
1871.	Harrison, Edmund B.
1871.	Hill, Rev. G. S. J., M.A.
1871.	Hilliard, Thomas.
1871.	Hodgson, James.
1871.	Harcourt, Richard, B.A.
1871.	Hay, Andrew.
1873.	Hughes, J. H., M.A.
1874.	Hughes, James Laughlin.
1877.	Hands, Jonathan G.
1878.	Hunter, John.
1878.	Henderson, John, B.A.
1884.	Hughes, Samuel.
1885.	Hunter, James M., M.A.
1886.	Harlton, W. H.
1887.	Houston, John, B.A.
1890.	Hallett, Wm. John.
1884.	Irvine, William H., B.A.
1871.	Jenkyns, Rev. E. H.
1871.	Johnston, John.
1878.	Johnston, Hugh D.
1880.	Johnston, William.
1889.	Jamieson, Thomas, B.A.
1871.	Kelly, Michael Joseph, M.D.
1871.	Kinney, Robert, M.D.
1871.	Knight, James Henry.
1871.	Kilgour, Rev. James.
1871.	Kidd, William G.
1878.	Kirk, George.
1881.	Knight, Archibald P. B.A.
1871.	Langdon, Richard Vickery.
1871.	Little, Robert.
1871.	Livingston, John.
1871.	Laing, Rev. John, M.A.
1884.	Lyall, Thomas F., B.A.
1889.	Lent, David H.
1890.	Lees, Richard.
1890.	Longman, Edwin.
1871.	Millar, John, B.A.
1871.	Moran, John.
1871.	Moore, Charles Boyd.
1871.	Millar, John R.
1871.	May, Rev. John, M.A.
1871.	Matheson, Robert, B.A.
1871.	Moore, John, B.A.
1871.	Malloch, D. M.
1871.	Muir, Rev. J. B., M.A.
1871.	Murray, Alexander, M.A.
1871.	Morgan, James C., M.A.
1871.	Maxwell, David Alexander, B.A.
1871.	May, Charles Henry.
1872.	Mills, James, B.A.
1873.	Moses, Clarke.
1874.	Munro, John.
1877.	Martin, Joseph.
1878.	Michell, Frank L., M.A.
1879.	Mills, Thos. Wesley, B.A., M.D.
1880.	Morris, Albert Moulton, B.A.
1881.	Merchant, Francis W., B.A.
1884.	Mayberry, Charles A., B.A.
1886.	Murray, R. W.
1890.	Morgan, James Wm.

3.—List of persons who have received Public School Inspectors' Certificates since 1871.—*Continued.*

Certificate issued.	
1871.	McLean, Peter.
1871.	Mackintosh, William.
1871.	McDiarmid, Donald, M.D.
1871.	McDowall, Joseph William.
1871.	McColl, Rev. A.
1871.	McGregor, Rev. Alexander.
1871.	McKay, Hugh Munro.
1871.	McBrien, James.
1871.	MacColl, Samuel.
1871.	McLean, John.
1871.	McColl, Hugh.
1871.	McCaig, Donald.
1871.	McCausland, William J.
1871.	McFaul, John H., M.D.
1871.	McKinnon, Donald J.
1871.	McCallum, Archibald, M.A
1871.	McClatchie, Alfred, B.A.
1871.	McNaughton, Alexander.
1871.	McKee, Rev. W.
1871.	McCammon, J.
1873.	McKee, Rev. Thomas.
1875.	McArdle, David.
1878.	McMillan, J., B.A.
1878.	McGregor, Peter C., B.A.
1878.	MacGregor, C. J., M.A.
1878.	McCulloch, Andrew, B.A.
1879.	McLurg, James, M.D.
1879.	McBride, Dougald, B.A.
1879.	McBride, William, B.A.
1880.	McGill, Anthony.
1880.	McLaughlin, John.
1884.	McMillan, Alexander.
1884.	McGillivray, D., B.A.
1886.	McKay, Alexander Grant.
1886.	McIntosh, Angus.
1887.	MacLean, Hugh Stewart.
1889.	McKechnie, John Gray.
1889.	McClement, William Thomas, B.A.
1890.	McAllister, Samuel.
1871.	Nelles, W. W., M.A.
1871.	Nichol, William, M.D.
1871.	Nichols, Wilmot M., B.A.
1878.	Nattress, William.
1871.	Ormiston, David, M.A.
1877.	Orr, Robert Kimball.
1883.	O'Connor, Thaddeus J.
1884.	Odlum, Edward, M.A.
1871.	Platt, John Milton, M.D.
1871.	Purslow, Adam, LL.D.

Certificate issued.	
1871.	Patterson, J. C.
1871.	Patterson, Rev. E., B.A.
1871.	Platt, Gilbert D., B.A.
1871.	Porter, Rev. James.
1871.	Preston, James, B.A.
1871.	Price, Robert.
1871.	Pearce, Thomas.
1871.	Patterson, E. George, M.A.
1875.	Parlow, Edwin D.
1877.	Powel', George K.
1878.	Panton, James Hoyes, B.A.
1886.	Park, Robert.
1871.	Ryan, Thomas.
1871.	Ross, George W., LL.B.
1871.	Reazin, Henry.
1871.	Ross, Donald Wilson, B.A.
1871.	Rogers, John.
1871.	Rodgers, Rev. Robert.
1871.	Rous, F. H.
1871.	Ross, Arthur W.
1872.	Ridgeway, Robert.
1873.	Ross, W. H.
1874.	Ross, John Reid.
1880.	Rowat, Isaac S.
1880.	Robertson, Charles.
1882.	Redditt, Thomas H., B.A.
1884.	Robertson, Neil, B.A.
1886.	Robb, David.
1889.	Reid, Joseph, B.A., LL.B
1890.	Ritchie, John.
1890.	Rogers, James C.
1871.	Smith, Joseph Henry.
1871.	Sullivan, Dion Cornelius, LL.D.
1871.	Steele, Thomas O.
1871.	Stratton, James.
1871.	Scarlett. Edward.
1871.	Shaw, John.
1871.	Somerset, John B.
1871.	Slack, Henry Lloyd, M.A.
1871.	Smith, G. Young.
1871.	Sinclair William, B.A.
1871.	Smith, Rev. J. C., B.A.
1871.	Strauchon, George.
1874.	Smirle, Archibald.
1877.	Stuart, Alexander.
1878.	Scott, Robert George, B.A.
1878.	Sprague, W. E.
1878.	Somerville, George H.
1878.	Switzer, P. A., M.A.

3.—List of persons who have received Public School Inspectors' Certificates since 1871.—*Concluded.*

Certificate issued.	
1879.	Sinclair, Angus, M.A.
1880.	Summerby, W. J.
1881.	Sheppard, D. Erastus.
1885.	Stevens, W. H., B.A.
1885.	Smith, Lyman C., B.A.
1886.	Spankie, William, M.D.
1886.	Stirling, John.
1887.	Stuart, James Russell.
1889.	Sinclair, Samuel Bower, B.A.
1890.	Smellie, William K. T., B.A.
1890.	Seymour, Wm. Fred., B.A.
1871.	Torrance, Rev. Robert.
1871.	Tilley, John J.
1871.	Tilley, William Edward, M.A.
1872.	Thompson, John, B.A.
1877.	Tom, John E.
1878.	Turnbull, James, M.A.
1878.	Tyler, William, B.A.
1878.	Tamblyn, William W., M.A.
1878.	Tarner, Robert J.
1886.	Turner, J. B.
1872.	Unsworth, Richard, B.A.
1871.	Vanslyke, George W.
1871.	Verner, Arthur, A.B.

Certificate issued.	
1871.	Wood, Benjamin Wills.
1871.	Woods, Samuel, M.A.
1871.	Wadsworth, J. J., M.B.
1871.	Wilkinson, William, B.A.
1871.	Waters, Rev. David, L.LD.
1871.	Wilson, John.
1871.	Willis, Robert.
1871.	Withrow, Rev. W. H., M.A.
1871.	Wright, Daniel.
1871.	Wright, Rev. Peter.
1877.	Whitney, W. A.
1882.	White, James F.
1882.	Washington, Rev. George, B.A.
1883.	Whillans, Rev. Robert, M.A.
1883.	Worrell, Rev. Clare L., B.A.
1883.	Winterborn, James.
1884.	Whittington, A., B.A.
1884.	Wright, Arthur W., B.A.
1884.	Walrond, Thomas James.
1885.	Weir Archibald, B.A.
1888.	Waugh, John, B.A
1889.	Wismer, J. A., B.A.
1871.	Young, F. H., B.A.
1871.	Young, George, B.A.
1881.	Youmans, John Ryerson, B.A.

4. Syllabus of Course of Study for Kindergarten Assistants.

The following syllabus indicates the course of study for assistant Kindergartners. The annual examinations of the Education Department will be based on the course herein set forth. After the 1st of July, 1892, no person will be eligible for admission to the Provincial Kindergarten training classes at Toronto and Ottawa who has not passed the examination prescribed for assistants, or who has not taught a public school at least one year as a second-class teacher. No candidate will be admitted after the said date to the examination for director who has not taken one year's training at a Provincial Kindergarten. No candidate will be admitted to training as an assistant who has not passed the Leaving Examination prescribed for Public Schools, or the Primary Examination prescribed for High Schools.

KINDERGARTEN GIFTS.

At the conclusion of the first year's course of training, candidates for assistants' certificates should be qualified to explain the gifts, their general objects as well as their specialties; how they are graded and why; their connection with other branches of Kindergarten work; also a full explanation of the general method of the Kindergarten, and how applied in exercises with the gifts. As the gifts have a mathematical foundation, a knowledge of the elements of geometry will be required.

1st Gift (Balls):

A series of songs that may be used in connection with exercises given with 1st Gift. Not less than fifteen songs. Practical work to be submitted in Gift Book.

2nd Gift (Ball, Cube, Cylinder):

A series of songs that may be used in connection with exercises given with 2nd Gift. Not less than ten songs. Practical work to be submitted in Gift Book.

3rd Gift (Building):

(*a*) Lists of two series, Forms of Life. Not less than twelve forms in each list.
(*b*) Three sequences, Forms of Beauty. Not less than twelve forms in each sequence. Practical work to be submitted in Gift Book.

4th Gift (Building):

(*a*) Lists of two series, Forms of Life. Not less than twelve forms in each list.
(*b*) Two sequences, Forms of Beauty. Not less than twelve forms in each sequence.
(*c*) Building problems for estimating dimensions, cubic contents, etc. Not less than eight in the list.
(*d*) Exercises illustrating balance, surface representation, continual motion, etc. Practical work to be submitted in Gift Book.

5th Gift (Building):

(*a*) A list of Forms of Life. Not less than twelve.
(*b*) Two sequences, Forms of Beauty. Not less than twelve forms in each sequence.
(*c*) Five sequences, Forms of Knowledge.
1. Geometrical forms.
2. " "
3. " "
4. Fractional divisions, 3rds, 9ths, 27ths.
5. " " 3rds, 6ths, 12ths.

(*d*) Development of Mathematical Prisms.
1. Square prisms.
2. Triangular prisms.

(*e*) Suggestions for different kinds of numerical exercises that may be given with 5th Gift.

Practical work to be submitted in Gift Book.

6th Gift (Building):

(*a*) A list of Forms of Life. Not less than twelve forms in the list.
(*b*) Two sequences, Forms of Beauty. Not less than twelve forms in each sequence.
(*c*) Building Problems. Not less than fourteen in the list.

Practical work to be submitted in Gift Book.

7th Gift (Tablets):

I. Description, derivation, definition.
II. Positions of one tablet.
III. Relative positions of two tablets.
IV. Mathematical figures that may be produced by combining two tablets.
V. Mathematical figures produced by combining three tablets.
VI. Life forms with one tablet. Not less than twenty named.
" " two tablets. " " ten drawn.
" " four " " " " "
" " eight " " " eight "
" " sixteen " " " four "
" " thirty-two tablets. " " two "

Life forms with sixty-four.

VII Forms of Beauty.
(*a*) From a given centre. Not less than four forms.
(*b*) Repetition. Not less than four forms.
(*c*) In sequence. " " sequences.

VIII. 1. Development of all mathematical figures.
(*a*) Triangles.
(*b*) Squares.
(*c*) Oblongs.
(*d*) Rhomboid.
(*e*) Rhomb.
(*f*) Trapezoid.
(*g*) Octagons.
2. Irregular polygons.

IX. Comparison of mathematical figures.

X. Analysis of forms, showing the mathematical elements that compose them.
(*a*) A Form of Life.
(*b*) A Form of Beauty.
(*c*) A Form of Knowledge.

Practical work to be submitted in Gift Book.

Assistants must submit not less than ten forms with each number of the following combinations:

8th Gift (Sticks):

I. 1. (*a*) Combinations of sticks into life forms, using two sticks, even lengths.
(*b*) Combinations of sticks into life forms, using three sticks, even lengths.
(*c*) Combinations of sticks into life forms, using four sticks, even lengths.
(*d*) Combinations of sticks into life forms, using five sticks, even lengths.
(*e*) Combinations of sticks into life forms, using six sticks, even lengths.
(*f*) Combinations of sticks into life forms, using seven sticks, even lengths.
(*g*) Combinations of sticks into life forms, using eight sticks, even lengths.
(*h*) Combinations of sticks into life forms, using nine sticks, even lengths.
(*i*) Combinations of sticks into life forms, using ten sticks, even lengths.

2. Life forms with sixteen sticks, even lengths. Not less thar ten forms.
3. Life forms with thirty-two sticks, even lengths. Not less than four forms.
4. Life forms with sixty-four sticks, even lengths.
5. Miscellaneous forms of life, using any length. Not less than ten forms.

Practical work to be submitted in gift book.

II. Forms of beauty.
(*a*) From a given centre. Not less than four forms.
(*b*) Repetition. Not less than four forms.
(*c*) In sequence. " " sequences.

9th Gift (Rings):

I. (*a*) Positions of one half ring.
(*b*) Relative positions of two half rings.
(*c*) " " three "

II. (*a*) Life forms with four half rings.
(*b*) " " eight "
(*c*) " " twelve "
(*d*) " " twenty-four half rings.
(*e*) Miscellaneous forms with rings and half rings.

III. Forms of beauty.
(*a*) Sequence with four half rings.
(*b*) " eight "
(*c*) Miscellaneous forms, using any number of rings and half rings.

KINDERGARTEN OCCUPATIONS.

Assistants must be qualified to explain the uses of the Kindergarten occupations, their connection with other branches of the work, the application of the general method to the exercises given with them, etc. They must also illustrate a school of sewing, comprising not less than sixty different figures, logically connected and illustrating the following lines and their combinations.

(*a*) Vertical lines.
(*b*) Horizontal lines.
(*c*) Slanting lines of all orders.
(*d*) Curves.

Practical work to be submitted in occupation books.

Rules for Sewing Inventions:

1. Vertical and horizontal lines of one length.
   (*a*) A form of life.
   (*b*) A form of beauty.
2. Vertical and horizontal lines of two lengths.
   (*a*) A form of life.
   (*b*) A form of beauty.
3. Vertical and horizontal lines of one and two lengths.
   (*a*) A form of life.
   (*b*) A form of beauty.
4. Slanting lines, 1st order, one length.
   (*a*) A form of life.
   (*b*) A form of beauty.
5. Slanting lines, 1st order, two lengths.
   A form of beauty.
6. Slanting lines, 1st order, one length, combined with vertical and horizontal lines, one length—form of beauty.
7. An invention in all elements thus far given.
8. Slanting lines, 2nd order, one length.
   (*a*) Form of life.
   (*b*) Form of beauty.
9. Slanting lines, 1st and 2nd orders combined, one length—form of beauty.
10. Slanting lines, 1st and 2nd orders combined with vertical and horizontal lines, one length and two lengths—a form of beauty.
11. An invention in all elements thus far given.
12. " " quarter curves.
13. " " half "
14. " " circles.
15. Two inventions, using quarter curves, half curves and circles.
16. An invention in all elements thus far given.
17. Four miscellaneous inventions.

Practical work to be submitted in occupation books.

Drawing:

I. Combine five vertical lines from one to five lengths into a triangle.
II. Repeat this triangle in four different positions.

III. Combine these four triangles into a
(*a*) Solid figure.
(*b*) Hollow figure.
(*c*) Two intermediate figures.

IV. From the solid and hollow figures form four limbs.
1st Limb.—Place the lower half of the solid figure below the lower half of the hollow figure.
2nd Limb.—Place the upper half of the solid above the upper half of the hollow figure.
3rd Limb.—Place the right half of the solid figure to the right of the right half of the hollow figure.
4th Limb.—Place the left half of the solid figure to the left of the left half of the hollow figure.

V. Combine these four limbs into a large solid figure.
Reversing the position of the four limbs, combine them into a large hollow figure.

VI. From the four original triangles make two twisting figures.

VII. From these twisting figures make two limbs, thus: By placing the right half of each figure to the left of the left half of the same figure

VIII. Using each of these limbs twice make two large figures. In the first figure the original solid form will appear, in the second figure the original hollow form will appear.

IX. Repeat these eight rules in—
(*a*) Horizontal lines.
(*b*) Right angles.
(*c*) Squares within.
(*d*) Squares without.
(*e*) Scalene triangles (vertical lines).
(*f*) Scalene triangles (horizontal lines).
(*g*) Slanting lines, 1st order.
(*h*) Slanting lines, all orders (vertically).
(*i*) Slanting lines, all orders (horizontally).
(*j*) Unite the five orders of slanting lines in a point to form four limbs.
(*k*) Unite these four limbs to form (1) a solid figure and (2) a hollow figure.
(*l*) Quarter curves.
(*m*) Half curves.
(*n*) Circles.

Practical work to be submitted in Occupation Book.

Drawing Inventions:

1st Set.—1. Vertical lines, one length.
(*a*) Form of Life.
(*b*) Form of Beauty.
2. Vertical lines, all lengths.
(*a*) Form of Life.
(*b*) Form of Beauty.
3. Horizontal lines, one length.
(*a*) Form of Life.
(*b*) Form of Beauty.
4. Horizontal lines, all lengths.
(*a*) Form of Life.
(*b*) Form of Beauty.

2nd Set.—1. Vertical and horizontal lines of one length, touching at one point.
2. Vertical and horizontal lines of all lengths, touching at one point.
3. Vertical and horizontal lines of one length, touching at two points.
4. Vertical and horizontal lines of all lengths, touching at two points.
5. Vertical and horizontal lines of one length, touching at three points.
6. Vertical and horizontal lines of all lengths, touching at three points.
7. Vertical and horizontal lines of one length, touching at four points.
8. Vertical and horizontal lines of all lengths, touching at four points.
9. Vertical and horizontal lines of one length, touching at five points.
10. Vertical and horizontal lines of all lengths, touching at five points.

3rd Set.—1. Slanting lines, 1st order, one length, not touching.
2. Slanting lines, 1st order, all lengths, not touching.
3. Slanting lines, 1st order, one length, touching at one point.
4. Slanting lines, 1st order, all lengths, touching at one point.
5. Slanting lines, 1st order, one length, touching at two points.
6. Slanting lines, 1st order, all lengths, touching at two points.
7. Slanting lines, 1st order, one length, touching at three points.
8. Slanting lines, 1st order, all lengths, touching at three points.
9. Slanting lines, 1st order, one length, touching at four points.
10. Slanting lines, 1st order, all lengths, touching at four points.
11. Slanting lines, 1st order, one length, touching at five points.
12. Slanting lines, 1st order, all lengths, touching at five points.
13 Slanting lines, all orders, one length, not joined

4th Set.—1. Disconnected squares, one length.
2. Disconnected squares, all lengths.
3. Squares of one length, sides touching.
4. Squares of all lengths, sides touching.
5. Squares of one length, corners touching.
6. Squares of all lengths, corners touching.
7. Squares of all lengths, sides hooked.
8. All elements thus far given.

9. Squares combined with vertical and horizontal lines.
10. Squares using all lengths. Form of Life.
11. Right isosceles triangles, one size.
    (*a*) Form of Life.
    (*b*) " "
    (*c*) Form of Beauty.
12. Right isosceles triangles, all sizes.
13. Equilateral triangles, one size.
    (*a*) Form of Life.
    (*b*) " "
    (*c*) Form of Beauty.
14. Equilateral triangles, all sizes.
15. Obtuse isosceles triangles, one size.
    (*a*) Form of Life.
    (*b*) " "
    (*c*) Form of Beauty.
16. Obtuse isosceles triangles, all sizes.
17. Scalene triangles, one size.
    (*a*) Form of Life.
    (*b*) Form of Beauty.
    (*c*) " "
18. Scalene triangles, all sizes.
19. All triangles combined.
    (*a*) Form of Life.
    (*b*) Form of Beauty.
20. Two inventions in quarter curves.
21. Two inventions in half curves.
22. Two inventions in circles.
23. An invention in quarter curves, half curve and circles combined, all sizes.
24. All elements thus far given.
25. Four miscellaneous inventions.

Coloring with Colored Crayons :

Inventions of geometric forms combined into figures and borders, colored. Pictures in outline (not less than three), colored.

Practical work for Occupation Book.

Mat Weaving :

1st Set.—Wide and narrow strips alternated.

1. 1 up, 1 down, taking narrow with narrow and wide with wide.
2. 1 up, 1 down, taking narrow with wide and wide with narrow.
3. 2 up, 2 down.
4. 1 up, 2 down.
5. 2 up, 1 down.
6. 2 up, 2 down, diagonally.
7. 2 up, 1 down, diagonally.
8. 2 down, 1 up, diagonally.

2nd Set.—Two narrow strips and one wide strip.

1. 1 up, 1 down.
2. 2 up, 2 down.
3. 3 up, 3 down.
4. 1 down, 2 up, diagonally.
5. 2 down, 1 up, diagonally.
6. 2 down, 2 up, diagonally.

3rd Set.—Three narrow strips and one wide strip.

1. 1 up, 1 down, beginning with narrow strip.
2. 1 down, 1 up.
3. 2 down, 2 up, beginning with narrow.
4. 2 up, 1 down, diagonally.
5. 3 up, 3 down, diagonally.
6. 3 up, 1 down, diagonally.
7. 1 up, 1 down, using all narrow strips.
8. 1 up, 1 down, " wide strips.

4th Set.—Strips of equal width.

1. 1 up, 1 down.
2. 2 up, 2 down.
3. 2 up, 1 down.
4. 2 up, 1 down, 1 up, 2 down.
5. 2 up, 1 down, 1 up, 1 down.
6. 3 up. 3 down.
7. 3 up, 1 down.
8. 3 up, 2 down.
9. 3 down, 1 up, 3 down, 1 up, 1 down.
10. 3 up, 1 down, 1 up, 1 down.
11. 1 down, 2 up, in steps of four.
12. 1 down, 2 up, continued steps from right to left.
13. 1 down, 2 up, " " left " right
14. 1 down, 2 up, " reversed.
15. 1 down, 2 up, angles to centre.
16. 1 down, 2 up, angles outward.
17. 2 down, 2 up, in steps of three.
18. 2 down, 2 up, continued steps from right to left.
19. 2 down, 2 up, " " left " right
20. 2 down, 2 up, " reversed.
21. 2 down, 2 up, angles to centre.
22. 2 down, 2 up, angles outward.
23. 3 down, 3 up, in steps of three.
24. 3 down, 3 up, continued steps from right to left.
25. 3 down, 3 up, " " left " right.
26. 3 down, 3 up, " reversed.
27. 3 down, 3 up, angles to centre.
28. 3 down, 3 up, angles outward.
29. 2 up, 1 down, 1 up, continued steps from right to left.
30. 2 up, 1 down, 1 up, " " left " right
31. 2 up, 1 down, 1 up, " reversed.
32. 3 up, 1 down, 1 up, " from right to left.
33. 3 up, 1 down, 1 up, " " left " right.
34. 3 up, 1 down, 1 up, " reversed.
35. 2 up, 1 down, 1 up, 1 down, continued steps from right to left.

36. 2 up, 1 down, 1 up, 1 down, continued steps from left to right.
37. 2 up, 1 down, 1 up, 1 down, continued steps reversed.
38. 3 up, 1 down, 1 up, 1 down, continued steps from right to left.
39. 3 up, 1 down, 1 up, 1 down, continued steps from left to right.
40. 3 up, 1 down, 1 up, 1 down, continued steps reversed.
41. Combination of two's, three's and one's, reversed, steps of four.

Practical work for Occupation Books.

Mat Inventions :

1. An invention in two's.
2. " " " two's and one's.
3. " " " three's.
4. " " " three's and one's.
5. " " " three's and two's.
6. " " " three's, two's and one's.
7. Six miscellaneous inventions.

Slats (First School) :

1. Fan.
2. Windows, (squares illustrated).
3. Gate, (oblong illustrated).
4. Picture frame.
5. Fish (rhomb.)
6. Nine rhombs.

Slats (Second School) :

1. Three pointed star.
2. Four pointed star (trapezium).
3. Five pointed star (pentagon).
4. Six pointed star (hexagon).
5. Seven pointed star (heptagon).
6. Eight pointed star (octagon).
7. Ten pointed star.
8. Twelve pointed star.

Practical work for Occupation Book.

Folding (Salt cellar, ground form) :

1. Salt cellar.
2. Star.
3. King's crown.
4. Queen's crown.
5. Pepper box.
6. Pepper box star.
7. Satchel.

Folding (Double salt cellar, ground form):

1. Cap.
2. Muff.
3. Boots.
4. Bobbin.
5. Shirt.
6. Trousers.

Folding (Table cloth, ground form):

1. Table cloth.
2. Table.
3. Cigar-case.
4. Wind-mill.
5. Vase.
6. Sail boat.
7. Chicker.
8. Double boat.
9. Boat with fish box.
10. Two fish boxes.
11. Loose box.
12. Tight box.
13. Picture frame.
14. Looking glass.
15. Chinese junk.

Practical work for Occupation Book.

Folding (Salt cellar forms of Beauty):

The fundamental form is given, and by a change in three directions various forms are produced.

(*a*) From without, turned inward.
(*b*) From within, outward.
(*c*) Combination.

Table cloth, forms of Beauty:

The table cloth forms of Beauty consist of four modifications.

(*a*) Hexagon.
(*b*) Trapezium.
(*c*) Trapezium.
(*d*) Rhomb.

Inventions required:

1. Eighteen inventions from salt cellar, ground form.
2. Eighteen inventions from table cloth, ground form.
3. One combination—not less than eight different forms combined in a large figure.
4. One Mosaic—not less than thirty-six forms.

Quarters and thirds of full size paper for Nos. 3 and 4.
Practical work for Occupation Books.

Cutting:

1. Right isosceles, ground form—not less than thirty-eight figures in logical sequence.

2. Equilateral triangle, ground form—not less than twenty-six figures in logical sequence.

3. Right isosceles, ground form (a school of curves), not less than twelve figures. Practical work for Occupation Books.

KINDERGARTEN PEASE WORK.

I. With one stick: a list of objects, not less than twelve.

II. With two sticks:

(*a*) Right angle.
(*b*) Acute angle.
(*c*) Obtuse angle.
(*d*) Twenty Life Forms.

III. With three sticks:

Triangles:

(*a*) Right isosceles.
(*b*) Acute isosceles.
1. (*c*) Obtuse isosceles.
(*d*) Scalene triangle.
(*e*) Obtuse scalene.
(*f*) Equilateral triangles.
2. Twelve Life Forms, with three sticks in each.
3. Triangular prisms, right and oblique.
4. Pyramid (triangular.)
5. Tetrahedron.
6. One Form of Life from triangular prism.
7. Two Forms of Beauty from equilateral triangle.

Quadrilaterals:

IV.—1. Square.
2. Twelve Life Forms with four sticks in each.
3. Square prism, right and oblique.
4. Four Life Forms from square prism.
5. Two Forms of Beauty from square centre.

V.—1. Oblong.
2. Rectangular parallelopiped.
3. Four Life Forms from rectangular parallelopiped.

VI.—1. Rhomb.
2. Rhombic prism.

VII.—1. Rhomboid.
2. Rhomboidal prism.
3. One Form of Beauty from rhomboid centre.

VIII.—1. Trapezoid (boat.)
2. Trapezoidal prism.
3. One Form of Life from trapezoidal prism.

IX. Trapezoid (shoe.)
Trapezoidal prism.

X. Trapezium.
Prism whose bases are trapeziums.
One Form of Life from prism whose bases are trapeziums.

XI. With five sticks:

1. Pentagon.
2. Life Forms with five sticks—not less than six.
3. Pentagonal prism.
4. One Life Form from pentagonal prism.
5. One Form of Beauty from pentagonal centre.

XII. With six sticks:

1. Hexagon.
2. Forms of Life with six sticks—not less than six.
3. Hexagonal prism.
4. Life Form from hexagonal prism.
5. Six Forms of Beauty from hexagonal centre.

XIII. With eight sticks:

1. Octagon.
2. Forms of Life with eight sticks—not less than six.
3. Octagonal prism.
4. Form of Life from octagonal prism.
5. Six forms of Beauty from octagonal centre.

Regular octahedron.
A solid having twenty-six faces.
Six miscellaneous inventions, Forms of Life, two to be made with wheels.
Six miscellaneous Forms of Beauty (double.)
Card basket from square basis.
Card basket from hexagonal basis.
Card basket from octagonal basis.

KINDERGARTEN MODELLING.

Ball (*Solid forms*):

1. Apples.
2. Bird's nest.
3. Cherries.
4. Lunch basket.
5. Globe fish.

Four inventions.

Half Solid:

1. Toad stool.
2. Salad bowl.
3. Sewing basket
4. Hat.

Two inventions.

Plane:

1. Watch.
2. Buttons on card.
3. Circular leaves.

Two inventions.

One combination of solid, half-solid and plane.

Oblate Spheroid (*Solid form*):

1. Turnip.
2. Tomato.
3. Inkstand.

Two inventions.

Half Solid:

1. Cradle.
2. Baby waggon.
3. Market basket.

Two inventions.

Plane:

1. Locket.
2. Leaves.
3. Hand glass

Two inventions.

One combination of solid, half-solid and plane.

Prolate Spheroid (*Solid form*):

1. Tea-pot.
2. Soup tureen.
3. Grapes.
4. Melon.

Two inventions.

Half Solid:

1. Soap dish
2. Fruit dish.

Two inventions.

Plane:

1. Eye glasses.
2. Leaves.
3. Picture frame.

Two inventions.

Combination of solid, half-solid and plane.

Ovoid (Solid form):

1. Pear.
2. Gourd.
3. Wash pitcher

Two inventions

Half Solid:

1. Mouse.
2. Wooden shoe.
3. Bath tub

Two inventions.

Plane:

1. Spoons.
2. Leaves.

Two inventions.
Combination of solid, half-solid, plane.

Cone (Solid form):

1. Monument.
2. Pagoda.
3. Funnel.
4. Trumpet.
5. Oil can.

Two inventions.

Frustrum:

1. Coffee pot.
2. Churn.

Two inventions.

Conoid:

1. Thimble.
2. Bee hive.
3. Jug.

Two inventions.

Cube (Solid form):

1. Coffee mill.
2. House.
3. Ink stand.
4. Dice.

Two inventions.

Half Solid:

1. Bureau.
2. Wash stand.
3. Photograph album.

Two inventions.

Plane:

1. School bag.
2. Chess board.

Two inventions.
Combination of solid, half-solid and plane

Cylinder (*Solid form*):

1. Water cooler.
2. Syrup pitcher.
3. Pump.
4. Bottles.

Two inventions.
Six miscellaneous inventions made large.
One large ornamented vase.
One fruit basket and fruit.
Two animals.

SONGS, GAMES AND STORIES.

Assistants should be qualified to explain the general objects of the songs and games; the significance of gesture used in connection with them, and to show by what principles they should be guided in the selection of songs, games and stories.

NATURAL SCIENCE

Assistants should possess a knowledge of elementary science; particularly of animals, plants, earth, air, water, etc., and should be able to illustrate the interesting portions of these subjects in stories and conversations with the children.

Books that may be consulted:

Education of Man—Froebel.
Mutter und Kose-Lieder—Froebel.
Education by Work—Baroness Von Bulow.
The Child, its nature and relations—Baroness Von Bulow.
Guide to gifts—Mad. Kraus Boelte.
Guide to occupations—Mad. Kraus Boelte.
Educational Reformers—Quick. (Last edition).
Anthropology—Tylor.
Child's Book of Nature—Hooker.
Fairy-Land of Science—Buckley.

EDUCATION DEPARTMENT,
TORONTO,

5.—Special Report on Normal Schools, including Schools of Observation and Practice, by J. A. McLellan, Esq., LL.D.

To the Hon. G. W. Ross, LL.D., etc., etc.:

Sir,—In accordance with your suggestion that I should consider the Normal School "Problem" with some fulness, I have the honor to submit, not, indeed, a full discussion but, as I hope, a fairly complete outline of the facts and principles involved in the question.

I. *The Model School.*

Organization.—The pupils are arranged in *ten* divisions, five of boys and five of girls. Except the first, each division has two "sections," a junior and a senior. The first divisions have each three sections, a senior, a middle, and a junior. The work done in these divisions is substantially that prescribed for the first four classes of the public schools. In the fifth division, however, some instruction is given in Book-keeping, Euclid and Algebra, and in Latin and French to those who wish to begin these languages.

Co-education.—Boys and Girls are not educated together.—On this I said in a former report and now repeat, without suggesting that a change is imperative:

(1) This arrangement is due to the ancient and now nearly obsolete notion that boys and girls should not be educated together. A notion which has no place in Ontario schools and which even the universities have been compelled to abandon.

(2) By co-education a better classification could be had, for each teacher would have but *one* "section" instead of two.

(3) This would increase the efficiency of the school by saving the present waste of teaching power.

(4) Co-education would give an effective check to the fourteenth century idea upon which the Model schools were organized, an idea wholly alien to this country and continent, and grounded chiefly on the foolish prejudice that in elementary education girls cannot keep pace with boys: whereas, striking facts go to show that even in advanced studies, girls can hold their own with boys.

(5) It would do away with the anomaly that students-in-training never see boys and girls taught *together* in the Model school and rarely or never *separately* anywhere else.

(6) It is the all but universal testimony of modern educators that boys and girls taught together exercise on one another a mutually refining and stimulating influence. In the Model schools this educative power is at present wholly lost.

(7) No objection on the alleged impropriety of "associating girls and boys" is valid: they would be kept separate—as they are now—except that they would be taught by the same teachers and at the same time; they would never see one another but in the presence of the teacher.

Course of Study.—Instead of having two fifth divisions doing almost the same work—*i.e.* fourth class public school work—might it not be well to have a sixth division doing *at least* fifth class public school work? If fourth class work is the superior limit set before the teachers will this limit be fully attained? The ideal must be somewhat higher than the actual, which it is desired to reach. Besides, is there not the danger of dwelling too long in familiar fields? Thoroughness does not come from a monotonous repetition of the familiar; it comes from activity of mind; activity of mind is due to attention, or rather *is* attention, and attention is due to unity and permanence of interest, and this again cannot be maintained in subjects which have lost all charm of novelty. New matter means quickened interest and therefore a better mastery of the old matter through assimilation with the new.

It is open to question then whether the standard prescribed in the Model school course is high enough. It certainly is not as high as it once was, yet it seems a reasonable claim that boys and girls from fifteen to eighteen years of age, who "graduate" from the Model schools, should have an education and culture to which the word "liberal" might be applied without impropriety.

Management, etc.—In every division the two sections are, as far as practicable, taught together in Reading, Drawing, Music, History and Geography. For most of the other subjects they form separate classes.

The regular teachers of the divisions attend to all ordinary cases of discipline. Only special cases are reported to the head master or the head mistress The aim of this is to strengthen the authority and influence of every member of the staff in his or her division.

Arguments for Co-education.—Strong arguments in favour of co-education have recently been presented to the Boston School Board by a sub-committee of that body; they are substantially as follows: The sexes are brought together in the home and in the community, at the beginning and end of school life, and are therefore intended by nature to be educated together and should be trained for life together; as they are destined for marriage, they should know each other well during youth and hold natural and unconscious rather than artificial and clandestine relations with each other. The sexes being complementary by nature they need each other's companionship at one period of life as well as another, at school as well as at home. Boys need the refining influence of girls and girls the strengthening influence of boys during their school life. Early and more or less intimate acquaintance with the thoughts, habits and feelings of the opposite sex will lead to nobler character, earlier and happier marriages, and save from temptation and vice; the stimulus, too, of emulation between the sexes is a healthy one, tending to correct the faults of either; co-education corrects the morbid tendencies of puberty; the earlier intellectual maturity of girls and slower mental development of boys balance and correct each other; the steady conscientiousness of girls and the robust activity of boys are mutually helpful. The occasional relaxation desirable for girls is more than made up by their greater ambition and thoroughness; the association of the sexes gives a healthful animation to recitation, it tends to put either sex under the instruction of the opposite sex, which always works to advantage; it is the best system for the teacher, giving him more breadth of treatment and more variety of outlook. The views of life which pupils obtain from a teacher of both boys and girls will not be partial and unreal but stereoscopic and complete; discipline will be much easier in mixed classes than in boys' classes; all the trend of the higher civilization is in the direction of associating the sexes in all the activities of life. As the equality of educational privilege is more widely granted, the association of the sexes in educational opportunity will be more fully admitted.

Promotions.—Promotions are based on two independent tests: (1) the division teacher's estimate, formed from the results of occasional examinations, and (2) a final examination at the close of the school year in June.

The papers for the final examination are set and the answers read by independent examiners.

The internal classification of the different divisions is left to the regular teachers subject to approval. The whole scheme of promotion is under the direction and criticism of the principal of the Normal School.

The promotions are so regulated that all those pupils who have the ability to do the work *may* proceed regularly through a division in one year. They may not be able to master the work of every division in so short a time. I am informed that "it has been found, after a careful examination, that a pupil of good, average ability can complete the entire course in seven years after leaving the Kindergarten. An exceptionally bright pupil may be able to proceed at a more rapid pace and if so the way is open. A pupil's promotion depends entirely on his ability and application. Pupils are given to understand that they will not be promoted unless they work."

Teaching Staff.—The staff consists of ten regular teachers, each in charge of a division, and four occasional masters, who have also duties in the Normal School.

Work of Special Masters.—Dr. McFaul of the Normal School has charge of the *Writing* and *Drawing*. In Writing he gives *one* lesson a week on *Principles*. The *Practice* is conducted daily by the regular teacher of the division.

In Drawing he gives two lessons a week in all the divisions except the first two divisions, in which only one lesson a week (in each) is given.

Mr. S. H. Preston has charge of *Music*, giving two lessons a week in each division. Sergeant Parr has charge of the Physical Training department, giving one lesson a week in first and second divisions and two lessons a week in the other divisions.

Writing and *Drawing*.—Dr. McFaul teaches *Writing* exceedingly well; his lesson each week on the "Principles" of Writing are very effective; he certainly makes them interesting to the classes.

Drill and Calisthenics.—Sergeant Parr is a good teacher of *Drill and Calisthenics*. He is especially good in Drill. He has no difficulty in getting the classes interested in the various exercises.

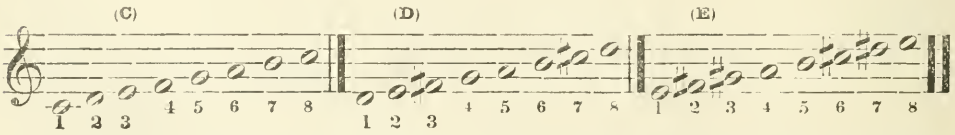
In both the Normal and the Model school instruction and practice in Drill and Calisthenics is given in the *forenoon*. This is considered by some of the teachers "a decided disadvantage, as it breaks in upon the time best suited to the more important and more difficult subjects, such as Grammar, Arithmetic, History, etc.: it would be much better to relegate, as far as possible, the purely mechanical work to the afternoon." There may be some force in this objection and possibly arrangements could be made by which Mr. Parr could give his lessons in the afternoon. I do not consider this a grave difficulty.

Music.—A better teacher of Vocal Music than Mr. Preston it would, I think, be difficult to find. He possesses energy, enthusiasm and a thorough knowledge of the best methods of presenting the subject. I saw much of Mr. Preston's work, and if great interest in a subject and thorough progress in the work prescribed in it are any proof of good teaching, then there is good teaching in the musical department of the Model school.

I have seen a good deal of the music teaching in British and American schools and I believe that the instruction in Music in our Model schools will compare favorably with the best that I have seen in either England or America. Mr. P. directs.

The Study of Music by the Holt System.

As the methods of instruction are based on educational principles, an important aim is to develop mental power through the study of music. This object is attained by so directing the pupils that the mind is kept constantly active, and every step is gained through thinking. In place of the old methods of simply teaching songs by imitation, or attempting to teach pupils to read music by using signs before developing perception of sounds, the first steps lead the children to compare the different tones of the scale so that the habit of thinking before singing is formed. The relation of the tones is learned unconsciously—the picture of the sounds when given stands for something with which they are familiar. It thus becomes possible to develop the power of learning songs intelligently from the signs, in the same time that it would take to teach a class a few songs by parrot-like imitation. As all combinations of musical sounds are evolved from the eight tones of the musical scale (from different pitch) this is the "*whole*" which is first presented. Analysis begins when the child thinks of any *one* tone in the series. "The partition and recombination of things call out gradually the analytic and synthetic functions of mind." This is as true in the study of sounds as in numbers. The mental perception of the relation is clear, when a child can think and express any tone of the series in any order. He is *abstracting* when he sings the same series of tones from different representations as *e. g.*:

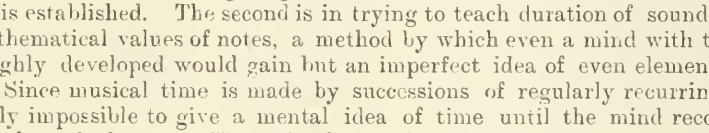


This representation presents no difficulties to the child. He simply sees eight signs for eight sounds, and which set of notes is used is of little consequence. It would not

matter to him if there were fifty such sets. The mistake in the old systems was in keeping classes singing in each key so long that they could not realize that the series of sounds were relatively the same.

The study is divided into two subjects. One is the *tune*, or relative pitch of sounds; the other is *time*, or movement. In this system these two divisions are studied separately —"one thing at a time," and then combined in melodies. Many failures are made in teaching by burdening the mind with the study of these two things at once.

In the old system of teaching musical time, which is still employed to some extent, two grave mistakes are made, which are founded on ignorance of the working of a child's mind. The first is in giving the *notation* of time before the mental concept of the *sounds* is established. The second is in trying to teach duration of sounds by explaining the mathematical values of notes, a method by which even a mind with the reasoning faculties highly developed would gain but an imperfect idea of even elementary musical rhythms. Since musical time is made by successions of regularly recurring accents, it is manifestly impossible to give a mental idea of time until the mind recognizes these successions through the ear. The unit of thought then must be not a single sound, but a group of sounds. These groups or measures are recognized by children as easily as they would through the eye perceive the difference in, *e.g.*:—



The system begins with the simplest forms of measure—even sounds regularly accented. When "the whole" is readily recognized, analysis begins and the *parts* of the measures are studied—each new combination of sounds forming a new measure is derived from an easier measure, and compared closely with the primary form, and the representation follows immediately, *without explanation.*

It is thus possible to teach children to read from the notes before they could be taught to understand the so-called "values" of the signs.

The study of time in this way is educational. It is not merely a preparation for singing by note, but must stimulate and develop a good habit. Comparison is constant; accuracy and precision in thinking and naming are attained. Quickness becomes natural. This is a brief outline of the steps in *time* which might be more thoroughly explained with the voice. As in the first step in *tune*, the constant aim is to develop independence by thinking. The subject is presented strictly in accordance with the principles governing all good teaching. It is not "made easier" by inventing new signs which children can "understand," nor is this desirable. It is being demonstrated that the difficulties of the staff notation are not apparent to children, and exist only in the ignorance of educational methods or defective mental training of older people. It is the universal notation which cannot be superseded, and if it had grown ten times more complex, it would still be as easy to children to read, for it possesses the highest attribute to make it easy for the child-mind to remember, it is *graphic.*

Good Work of the Regular Staff.—On the whole good work is done by the regular staff of the Model school. With one or two exceptions, each teacher seems well qualified for the grade of instruction which he (or she) has undertaken to do, and all have right views of the nature and scope of education. So far as I had opportunity of observing, there was very little merely mechanical teaching; no loading the memory with words without meaning to the child; no telling of things which the learner could easily acquire for himself; no teaching of matter beyond the power of the pupil to interpret and assimilate; no driving and drilling through a dreary round of disconnected and therefore "stale, flat, and unprofitable facts;" no cramming of lifeless knowledge into the mind, making the child a mere machine, books objects of repugnance, mental labor a torture, and the acquisition of knowledge impossible. I believe that the teachers have

high ideals concerning the end of education, and use good methods to realize these ideals. They seem to have a clear perception of what is involved in the process of learning; how the pupil's mind is to be prepared; what this preparation really means; how the material of learning is to be prepared; and how the prepared material is to be brought into right relation with the prepared mind, in order that every power of the soul may be quickened into vigorous action. The resulting education is therefore *practical* in the best sense of the word; it ensures the cultivation of the mind in its fundamental capacities, its power of forming proper connections, of apprehending readily and accurately, of retaining firmly and for long periods, and of concentrating and directing attention; this is the right sort of practical education for it is that on which the pupil's success in life will most depend. Always the truly practical is the scientific.

Can be Still Better.—But though the Model school will not suffer in comparison with any similar school on the continent, I venture to express the opinion that even the best of the teachers may become better than they are—better especially as critics of practice-teaching and as trainers of teachers. This, the best of them will be most ready to admit. The conditions for the highest success in teaching are: (1) good scholarship, (2) right method, (3) strong personality, by which I mean that personal power which is due chiefly to sympathy and rational enthusiasm—an enthusiasm in union with intelligence and purposely controlled. What is method? A way to an end; educational method is a way of approach to the learner's mind—of stimulating and guiding the instinctive activities and tendencies of the soul—of organizing faculty in definite directions—of doing all this with the least waste of power. How is method learned? (1) by imitation, (2) from an authoritative statement of rules, (3) by the study of psychology, and the history of education, (4) by the instinct of genius. The last may be left out of account, for the teaching genius is as rare as the poetic or the scientific genius. Imitation and authority give *empiric* methods, and the study of the psychology and history of education, the *scientific* method. Now, the chief defect in the methods of the Model school—considered as a training school for teachers—is due to the lack of the *scientific* element in its methods; that is, the teachers, I speak generally, are not in a position to explain and justify their methods from a thorough knowledge of mental science and of the history and criticism of educational systems. It is almost needless to say that the criticism of the practice-teaching cannot have the depth and value of scientific criticism; empiric criticism is often superficial, and sometimes decidedly pernicious. The "methods" are justified by authority; they are referred to mere technical rules; they are right because they are right. To quote Prof. Laurie, of the University of Edinburgh: "These technical methods of the school work-shops remain in the dead form of rules and maxims, and leave the teacher precisely where the apt mechanic now is. It is the insight into philosophical principles that gives a never failing supply of intellectual energy to the teacher; it is the apprehension of ideas that ennobles and inspires him; it is contact with the history of past efforts to educate the race that gives him breadth and humanity." It is in the power of the Model teachers to change the status of the school from good to excellent.

Observation by Normal Students.

For observation purposes, the students of the Normal school are divided into two classes *A* and *B*, having about *sixty* in each class. These classes are sub-divided into sections, of about twelve students in each section. Class *A* visits the Model school on Wednesdays and Fridays from 10.30—12, and class *B* on Tuesdays and Thursdays. The sections visit the different divisions in order and spend the hour and a half equally between the two first, the two second or the two third, etc., as the case may be. During this course of observation, which lasts about three weeks, every student of the Normal school observes at least one lesson taught by every teacher in the Model school.

Students are expected to observe carefully and make notes of what they see and hear, so as to be able to discuss intelligently the matter of the lesson, the method adopted, the means taken to secure attention, the kind of questioning used, and in fact everything that may properly come under the head of a thorough analysis of the method of the

lesson. The discussions on these lessons are conducted by the Normal school masters. In addition to this course of observation, at least one lesson every week is given by a Model school teacher before the entire body of students in the Normal school. Some of these I saw could not easily be surpassed and were undoubtedly of great value as presentations of good methods of teaching.

Practice-Teaching.

For teaching purposes, the *A* and *B* classes remain the same as for observation, but each class is sub-divided into small sections consisting of five or six students. These sections also visit the different divisions of the Model school in order. Every section visits the Model school twice a week. On the first day, the students of one-half of the section teach and on the second day the others teach, so that in the course of eleven weeks, every student will have taught in every division in the Model school.

A record of the different subjects taught by students is kept in the Model school, for reference, so as to secure variety in the subjects assigned.

In assigning lessons to the students, care is taken to set the work in the direct line of the regular teacher's teaching. This arrangement serves two purposes. (1) It secures naturalness, as far as possible, in the student's work, and (2) it makes the student's teaching helpful to the pupils of the Model school. In the afternoons, the regular teachers spend some time in drilling on the work gone over by the Normal students.

During the rounds of teaching, the students observe one lesson a day conducted by the regular teachers.

Criticism of Practice-Teaching.

At the close of each day, between 3.30 and 4 o'clock, the students who were in the Model school during the day, report themselves to the teacher in charge of the division they visited. The different lessons taught by the students, are thoroughly discussed. The criticism is conducted by the teacher, but all students who observe the lessons, are expected to take part and to show that they are able to point out defects and excellencies in the work of their fellow students.

A written report of every lesson is made out and sent to the Principal of the Normal school for future reference.

Final Examination in Teaching.

At the close of the Normal school session, a final examination in teaching, is conducted by examiners appointed by the Minister of Education. At this examination two lessons are taught by every student, before the same examiner.

The subject of the *first* is assigned the day previous to teaching, but the subject of the second lesson is given only forty minutes before the student is called upon to teach. Of course, the candidates are permitted to use the ordinary helps such as dictionaries, etc., but no intercourse between students is allowed, during the time of preparation of the second lesson, and no assistance is given by teachers or others. In these final examinations I am of opinion that greater weight should be given to the reports of the Normal School masters, based on observation and on sessional examinations.

II.—*The Kindergarten Department.*

Valuable Adjunct to Training School.—Of the reforms begun a few years ago with the object of placing the training of teachers on a rational basis, the introduction of the kindergarten into Normal training is not the least important. The methods of a *good* kindergarten are based on psychological principles and so illustrate the best way of dealing with the mind of the child in the beginnings of its development. From an intelligent study of these methods and of their underlying principles, the student learns how the opening mind gets its raw materials, how these are worked up into simple forms of

thought, feeling, and will, and how these essential processes in the growth of the mind may be guided aright by the kindly hand of the trained teacher. More than this. He learns that the same *principles* are applicable in all primary teaching, and in fact sees in clearer light the aims, principles and methods in all the later and more advanced stages of formal instruction. For, contrary to what is often tacitly assumed, the principles of the kindergarten are not the special property of the kindergarten; they seem to be peculiar to it only when contrasted with the purely mechanical methods which too often prevail in the primary school. The human soul is an organic unity; there are not separate much less antagonistic faculties; infancy, childhood, youth, manhood, do not represent independent, or mutually exclusive stages of development; the so-called higher "faculties" are only later and more advanced stages in the growth and development of psychical life. There is not one science of education for the kindergarten, another for the primary school, another for the the public school, etc. The *science* of education is *one*, because the soul is *one*. The principles and practice of a good kindergarten are thoroughly philosophical—they are in the line of true psychology. But they are *distinctive* only in their application under specially favorable circumstances to a certain stage of human development.

(*a*) *Principles of Kindergarten Training.*—The principles on which the training during this period is determined, may be roughly described: The infant has no *organized* faculties—he has only the raw materials out of which faculty is to be organized. Sensation in its triple aspect as involving a *knowledge* element, an *emotion* element, and a *will* element is the starting point in the evolution of soul life. Out of sensations proceed impulses, instincts, feelings, tendencies, of various kinds. These impulses are unorganized; each works for itself but is of use in harmonizing the individual with his environment. The infant soul is thus a chaos of instincts and impulses, which must be discriminated and co-ordinated—organized—in order to the beginning of conscious psychical life. The teacher, whether the mother or the kindergartener, is not to war against these instincts; on the contrary, they are the material out of which intelligence, feeling, will—character—are to be formed; they are therefore to be used, to be seized in the height of their activity, in a word, to be *organized*, first of all through Association and Attention in their spontaneous activities, and afterwards in the higher forms of these mental Processes as consciously controlled.

(*b*) *The Kindergarten in harmony with all this.*—Now, as I have said elsewhere, in *true* Kindergarten work the laws of early psychical development are closely followed. Sensation and perception are regarded as the beginning of mental life, and the "faculties" of memory, imagination, etc., as the natural outgrowth of perception. Instruction is based upon the impulses, the hungry senses are gratified by the presentation of proper materials, the mighty *play-impulse* is wisely appealed to by the use of infinitely varied *games* and plays, which are the means universally employed by the race for the organization of infant instincts and impulses. The correlative activities of "knowing and doing" are kept in operation, the importance of interest, natural and acquired, which secures non-voluntary attention is never lost sight of; the associating activities are wisely directed so as to lead to the formation of right habits; the frequent working for some definite and interesting end develops voluntary attention, the power of concentration, which is the essential condition of mind growth. From the very beginning, in actions with things, there are partitions, and combinations, and designings, and modellings, in a word *physical* processes, which lead gradually and naturally to the conscious exercise and development of the essential functions of *mind*, analysis and synthesis.

(*c*) *Moral Training.*—In the department of moral education the results are not less satisfactory. Before wrong habits are formed, the child comes under the influences of a society whose moral code is moulded and administered by a teacher familiar with all the ascertained laws of moral development. All psychology and all experience show how important is this early training. "The child is father of the man," and the teacher determines in a large measure the moral culture of the child. In addition to this, much more attention can be given to the cultivation of active *sympathy* which not only manifests itself in kindly actions towards others, but constitutes no small part of the

basis of the moral feelings. Once more, the *will* power is developed by the constant use of hand and brain in performing the varied exercises prescribed for intellectual development. The value of this hand training in organizing will-power is very great. For in controlling hand movements, and in fact all bodily movements, the child is exercising factors that enter into the highest kind of self control. Train eye, ear, hand, tongue, and in the process the *doing* not only reacts on thinking and the development of intelligence, it also contributes to moral culture through the formation of habits of self-control. In all these apparently merely physical actions, the child is subordinating his impulses to law; he is forming and guiding desires, he is employing self-restraint, effort, choice, in a word, he is forming *habits* of self-control which, as already suggested, when subordinated to right motives, constitute morality.

Possible Defects—The foregoing outline applies only to a properly conducted Kindergarten, *i.e.*, one in which the instruction is based on a thorough knowledge of the psychological principles involved and on their sympathetic, and therefore effective, application. There is not much in a name; there is certainly no magic in the name Kindergarten to transform a mere tradesman into an artist, and to guarantee immunity from the chilling frosts of irrational teaching. It may be worth while to suggest:

(1) *Exaltation of Method.*—There is at present a strong and general tendency to depend too much on methods, *as* methods. Amid interminable discussions on methods there is danger of forgetting the essentials of the true teacher—learning, culture, sympathy, enthusiasm, character—in short *personality*. Behind the method there must be the man. Is it a case of the man without the method, or the method without the man? Given the *man* with that happy union of brain power and heart power which constitutes the mesmeric energy of the true teacher, and the method with its free informing and transforming spirit, will soon appear. But given the method without the man and where is the vital force that will make the man appear?

(2) The tendency referred to seems to be especially strong in connection with the work of the Kindergarten. Many seem to think that here, if anywhere, method is the all-sufficient thing. The exercises are so simple! Drawing, block-building, stick-laying, slat-interlacing, paper-folding, simple songs, games, dances, etc., who is *in*-sufficient for these things? But if the foregoing principles are true, it is plain that in this period of educing order from a world of chaos, there is required the highest teaching power. Bad teaching in a College is a blunder of which the evil effects may not be far-reaching; bad teaching in a High School is a worse thing, yet its consequences are not without remedy; bad teaching in a Public School is little short of a crime; bad teaching in the Kindergarten and the primary school, is of all educational transgressions the crime of crimes.

(3) *One-Sided Theory.*—There is a tendency to make too much of a one-sided theory of education—what has been termed the "Germ" theory, a theory which assumes that the human soul is a *germ* in which are *involved* all the "powers and potencies," which by its own self-active energy are evolved into the perfectly matured form; so that the chief function of the educator is to watch and wait for the pre-determined product. From this half-truth in theory there follow maxims which become equally half truths in educational practice. Take a single example, "let education follow nature," "nature teaches by object lessons," "the ways of nature are the easier ways," etc. Now, education should follow nature in the sense that all educative method should rest on psychical processes normal to the child's mind and should stimulate and train them. But in the maxims quoted the meaning of the term is widely different. It is assumed that there is some force called Nature which will carry on education of itself, if not thwarted by the hand of man; that all the potencies of the soul-germ will be completely evolved under its fostering care; that nature lays down the laws of this evolution so clearly that if there is room for an educator at all, he need not have special knowledge or art of his own; that nature provides models so distinct that no one can err in following them, and so perfect that no teacher can improve on them. All this is either mythology robing itself in the garb of ignorance, or it is a vague way of veiling ignorance with a pretence of knowledge. The truth appears to be that nature supplies the crude materials, and man, in his developed intelligence and moral freedom, brings out of them

the thing of strength and beauty. "The virtues," says Aristotle, "come neither by nature nor against nature, but nature gives the capacity for acquiring them and training develops it." Nature and nurture are coördinate forces in the education of man.

(4) *Other Tendencies.*—There is not space to consider other mischievous tendencies: (*a*) The undue exaltation of sense-training; (*b*) connected with which is the fallacy that because the child is dealing with concrete *objects* he necessarily gets concrete *knowledge* of them; (*c*) to make studies pleasant by making them easy; (*d*) to let the play-impulse have free course with no clear end in view; (*e*) to regard Kindergarten work as final and not merely preliminary.

(5) *Best of Teaching Needed.*—In the whole course of education the most difficult work is that of the Kindergarten; here, indeed, it is the *teacher*, not the method, that makes the school. In this work, therefore, only teachers of *thorough training* and high personal power should be employed. In addition to a good degree of general culture, there should be a clear and definite knowledge of the psychological principles of Kindergarten teaching; a constant recognition of the fact that in all the plaiting, building and weaving, and plays, games and dances, and all the rest of it, *discipline* is the aim, *i.e.*, the leading of the infant mind from its chaos of feelings and impulses into something like order and freedom. Just views of the necessary limitations of its methods, and of its significance as preliminary to higher stages of development—an important beginning of a more important end, and besides all this, a large measure of that enthusiasm for humanity, and especially for child humanity which is an essential part in the genius of the born teacher. For, to use the words of Dr. Fitch, "it is useless to try to adopt this (the Kindergarten) system unless you have some one to work it who has faith in it and the special aptitude and enthusiasm which will help her to make the best of it. In the hands of spiritless teachers who look upon it merely as a system which anyone can adopt.....the results will be very poor. Much joyousness of nature, versatility and sympathy are indispensable if the system is to have its proper effect."

Good Work Done.—There has been a decided improvement in the Normal Kindergarten, and I have reason to know that its influence on primary teaching by the Normal students has been excellent. There may be, perhaps, a taint of some of the mischievous tendencies mentioned in the foregoing paragraphs, but no doubt they will disappear under the management of its present clever director. I have thought it well to call attention to possible errors because I am convinced of the high value of sound Kindergarten training, and know the importance, and especially in the infancy of the movement, of sending out teachers who, by their success, will win the sympathy and support of the people for a reform which, properly carried out, is the beginning of wisdom in a system of primary education.

On the whole the "Normal Practice School," including under this head, the Model School and the Kindergarten, is, I believe, the best we have had in the history of the Normal School. We have better teaching, higher tone and better discipline, more intelligent grasp of principles, more effective Model lessons and more fruitful criticism.

III.—*The Normal School.*

A. Aims.

High Function of Normal Schools.—What it includes. It might seem extravagant to say that the Normal School is an indispensable factor in the highest civilization. The statement may be justified. Said Lord Brougham, when advocating their establishment in England, "these seminaries for training masters are an invaluable gift to mankind and lead to the indefinite improvement of education. It is this which above all things we ought to labor to introduce into our system." The thought is: stable civilization is conditioned on virtue and intelligence, these on general education, this on efficient educators, these, finally, on *training*: hence the necessity of institutions that shall send forth those whose mission it is "to open to the light all the recesses of ignorance and tear up by the roots the weeds of vice." To the same effect, Dr. Channing: "We know not how society can be aided more than by the formation of a body of wise and efficient educators. We know not any class which would contribute so much to the stability of

the state and to domestic happiness. Much as we respect the ministry of the gospel, we believe that it must yield in importance to the office of training the young. In truth, the ministry now accomplishes little, for want of that early intellectual and moral discipline by which alone a community can be prepared to distinguish truth from falsehood, to comprehend the instructions of the pulpit, to receive higher and broader views of duty, and to apply general principles to the diversified details of life. A body of cultivated men devoted with their whole hearts to the improvement of education and to the most effectual training of the young, would work a fundamental revolution in society. They would leaven the community with fresh principles. . . . We maintain that higher ability is required for the office of educator of the young than for that of the statesman. . . . One of the surest signs of the regeneration of society will be the elevation of the art of teaching to the highest rank in the community." The Normal School, then, is an invaluable gift to mankind, because its function is the formation of wise and efficient teachers. It may be well to specify some of the essential Aims of a good Normal School.

I.—*Scholarship the Prime Requisite.*—1. A mischievous and utterly erroneous notion is too prevalent that teacher and pupil are both learners moving on the same plane, that the *minimum* of knowledge to be imparted determines the *maximum* of knowledge for the teacher. The teacher should, indeed, be always a learner if he is to make his pupils learners, but in extent and accuracy of scholarship he must be far in advance of his classes. For (1) a teacher can never impart *all* that he knows of a subject. As Mr. Fitch says, "there is a large percentage of waste and loss in the very act of transmission." If *e.g.* he knows only the four rules of arithmetic it would be a perversion of language to say that he can teach these well. And the reason is plain; to *know* a subject is to know it in its *relations*; his unrelated ideas are not knowledge and what he does not know he cannot teach. (2) And this suggests another fact: for effective teaching, clear presentation of the subject matter is essential; this implies analysis into *related* parts, the perception of wider relations, and the synthesis of all the parts into an enlarged and more definite whole. (3) This is almost equivalent to saying that the teacher must have a logical *habit* of mind, a power of analysis which is developed by the acquisition of ample and accurate scholarship; speaking generally, the untrained mind cannot be logical, and the illogical mind cannot teach. (4) Again, if a teacher is but little in advance of his pupils, he cannot possess that self-respect which is no unimportant element of his power. With ripe scholarship, with a thorough mastery of a subject in itself, and in its relation to larger wholes, the teacher fills his pupils with admiration and an ambition to win the attainments which make him what he is. All his work is marked by the ease and dignity of conscious strength. But slender scholarship makes the feeble teacher. He moves with "hesitating step and slow;" consciousness of weakness is revealed in all he does; instead of sun-lit views, he has but twilight glimpses, because he is forever dwelling in the shadow of the unknown. Keen eyes are quick to see that he is groping in a maze without a clue. (5) The whole matter may be put in a nutshell: *Faculty (mental power)* is *organized only by the clear presentation of organized knowledge;* the "organizer" must, therefore, have thorough scholarship.

2. Attention may be called to a matter already referred to, viz., the mischievous tendency to exalt method at the expense of scholarship. Now, method in the true sense of the word is invaluable, but method even in its most perfect form, can never be a substitute for scholarship. A man of meagre learning may be a good educator, but only because he has the *stimulating* power which wakes up mind and sets pupils on a course of self-education; he is an educator *in spite* of his ignorance. But given equality in natural endowments, the man who has scholarship without methods will infinitely surpass the man who has methods without scholarship. I agree with the remark of a recent writer: When the typical Scotch schoolmaster held a diploma from Glasgow, Edinburgh, or Aberdeen, the type of intellectual life as a prevalent fact, was higher in Scotland than in any other country in Europe, and decadence in this intellectual superiority set in when the university graduate was displaced by men who had received their training in schools of secondary education.

II.—*Culture.*—This is another important Normal aim, connected with scholarship, but not necessary identical with it. Culture cannot be defined, but it is not the less real nor the less useful in education. It means an all-sided development of the soul; it includes wisdom, soberness, righteousness, humanity. By a thorough study of mathematics, or physical science, or philosophy, the intellect may become "a cold logic-engine equally apt in forging the anchors, or in spinning the gossamers of the mind," but this is not culture in the best sense of the word. There is, perhaps, nothing finer than Plato's conception of the cultured man: "A lover not of a part of wisdom, but of the whole, who has a taste for every sort of knowledge and is curious to learn, and is never satisfied; who has magnificence of mind and is the spectator of all time and all existence; who is harmoniously constituted; of a well-proportioned and gracious mind, whose own nature will move spontaneously towards the true being of everything; who has a good memory and is quick to learn, noble, gracious, the friend of truth, justice, courage, temperance." This means an equable and harmonious unfolding of all the powers of man; the development of the trinity of faculties—intellect, feeling, will—into a divine unity; the flower and fruit of years of rational culture. It may be unreasonable to demand these high results from the Normal Schools; but if they are what they ought to be, if their masters and instructors are men of power, fairly in themselves representing this high ideal, they will contribute in no small degree to its realization.

III. *Method.* In Normal Schools in which the entire training of the teacher is done—scholastic as well as professional—Method should stand next to scholarship; in our schools which are confined to the more special function of a Normal School, that of imparting chiefly professional training, Method is the paramount aim. *Method* is approximately characterized as 1, Empirical, and 2, Rational.

1. *Empirical Method.* This is learned (a) from observation, as when the student-teacher is set to observe—with a view to imitation and reproduction—the methods followed in a good school. Briefly the essence of this method is *observe and imitate.* Or, empirical method may be learned from (b) an authoritative statement of rules without any reference to their scientific basis; its essence is, *hear and obey.* Of course both methods are supplemented by practice-teaching in order, I suppose, that "knowledge" may be perfected by "experience." It is, perhaps, unnecessary to make a distinction between these methods. They are usually found together, one supplementing the other; but jointly or severally, they are essentially empirical, *i.e.*, they make no valid appeal to the reason of things. This method of rule and formula combined with observation and a little practice-teaching has held sway in Ontario for nearly forty years; to say the least it is an essentially defective method; a method which, not resting on any knowledge of the mental activities that it is the purpose of the teacher to strengthen and direct, is likely to be barren of good results or positively harmful; a method which powerfully tends to make the vocation (or shall I say avocation) of the teacher a "sorry trade rather than the noblest of all professions," and which is responsible for most of the existing defects in the practical working of our educational system. The change to a more excellent way, unfortunately too long delayed, was begun but six or seven years ago; it insists upon a knowledge of the laws, principles and results of mental action as an essential part of the teacher's preparation; for the purely empirical—the method of rule and routine—it aims at substituting the Rational Method, which if fully developed and carried out in its integrity in all grades of instruction will, in ten years, produce results never dreamed of in the philosophy of the empiricist.

2. *Rational method.* This is based upon the idea that in all instruction (1) something is done, (2) in an orderly way, (3) with prepared material, and (4) for a definite end, in other words, that there is an Art of education; that since this end concerns the mind and its activities, it is necessary for the educational artist to know these in order to work upon them in an orderly way and by the proper means; in other words, that there is a Science of education grounded upon a knowledge of the nature of mind and of the laws and results of its activity—grounded, that is, on psychology. The Empirical method regards teaching as a mechanic art, and the skilful teacher as a tradesman; its motto is learn to do by doing

The Rational method regards teaching as a highly intellectual art, and the skilful teacher as an artist; its prime maxim is, by *knowing* learn to *do*; but, also, since the knowledge underlying even an intellectual art is enlarged and defined by the practice of the art, the rational method includes the element of experience in its completer formula, LEARN TO DO BY KNOWING, and TO KNOW BY DOING; or, in the language of Bacon: "Knowledge perfects experience and is perfected by experience." A course for the study and mastery of rational methodology should include (1) psychology and the kindred subjects of logic and ethics with the resulting principles of education, (2) the history and criticism of educational theories and practice, (3) observation and practice of the specific methods which illustrate the derived principles. It may be worth while, in view of our new departure, to consider, at least in outline,

(1) *The Value of Psychology to the Teacher.* Consider in the first place its *general value.*

(*a*) *It trains to reflection* and to the power of connected thinking. Only connected thinking results in knowledge and the development of intellectual power. There is, indeed, an *ideal* (mind product) element even in simple perception—the initial stage of psychical evolution—but perception is to supply, not knowledge, but facts, the raw materials, to be elaborated into knowledge. The facts must be discriminated and related, that is, the fundamental functions of mind, analysis and synthesis, must work upon them before they become knowledge. The teacher must have this logical habit of mind, or he will present to his pupils a jumble of facts which produce in their minds not orderly thinking, but confusion worse confounded. This disconnected teaching is the prevalent vice of the school-room; there are too many Dr. Blimbers as teachers, and too many pupils with "knowledge" like Paul Dombey's: "When he had spelt out number two he found he had no idea of number one; fragments whereof afterwards obtruded themselves into number three, which slided into number four, which grafted itself on to number two. So that whether twenty Romuluses made a Remus, or *hic, hæc, hoc* was troy weight, or a verb always agreed with an ancient Britain, or three times four was Taurus, a bull, were open questions with him." It ought to be borne in mind that facts acquired through observation alone are not *thoughts* any more than the words of a dictionary are *language.*

"*Cultivate observing powers.*" These facts are in danger of being overlooked in the present enthusiasm for the study of nature and the cultivation of the "observing powers." Unreflecting enthusiasm makes of a half truth a whole falsehood. "Cultivate the observing powers," "teach things, not words," etc.; perfectly sound these are *within proper limitations.* Cultivate the observing powers by all means, but do not forget that this is only preliminary to a higher process—the cultivation of *reason,* and that, further, the former cannot be thoroughly done if the latter is neglected.

Things, not words. "Teach things, not words." This taken literally is impossible; things can be taught only by means of ideas; even in a simple preception there is a large ideal element, *i.e.*, something that comes not from the "thing," but from the mind. In short, in all human knowledge both mind and thing are concerned. The maxim might be amended thus, Teach things together with words. "It is a great pity that so many men go through life so deficient in observation." True, but it is a greater pity that so many go through life with so little reflection. The vast majority of human beings are afflicted with intellectual and moral weakness, not so much for want of facts as for want of reflection on facts. "Conduct," says Matthew Arnold, "is three-fourths of life;" and, says Dr. Johnson, "Men fail in the conduct of life not so much from failure to observe as from failure to reflect." To exemplify from Holy Writ: "The ox knoweth his owner, and the ass his master's crib, but Israel doth not know; my people do not consider." Many a fact significant of divine things they had witnessed; it was consideration, *reflection* that was wanting. In the ox and the ass was some faint likeness of reflection, at least an instinctive recognition of the comfortable stall and of the hand that fed them; they had made the most of their facts. But in the case of the chosen people, the marvellous facts they had observed had never been worked up into *thought* which impels to action—*they had not reflected.*

"When," says the late Cardinal Newman, referring to the acquirement of facts, "this analytical, distributive and harmonizing process is away, the mind experiences no enlargement, this consists not merely in the passive reception into the mind of a number of ideas hitherto unknown to it, but in the mind's energetic and simultaneous action upon and towards and among those new ideas which are rushing in upon it. It is the action of a formative power, reducing to order and meaning the matter of our acquirements; it is making the objects of our knowledge subjectively our own; or, to use a familiar word, it is a digestion of what we receive into the substance of our previous state of thought." This is the opinion of all psychologists, but some sciolists preach a new education in which is revealed a royal, or rather a *popular* road to learning.

Psychology demands reflection. In the study of the *external* world the first step is the observation of facts; we may proceed from facts to principles and laws, from these to the highest generalizations of science. In this full procedure is demanded the exercise of the higher powers of mind. But if we stop with the bare collection of facts there is, as said before, no thought in the proper sense of the word. In fact, the work of getting "things" may be carried on to such an extent as to be a burden to the mind—to check the growth of its higher powers. There is a surfeit of things, and digestion is enfeebled. The mental power developed is not necessarily proportionate to the number of facts observed; indeed, unless reflection has been exercised almost *pari passu* with observation, it may be said that the mass of power is inversely proportioned to the mob of facts. The savage is acute in observation but a child in reason.

But in the study of the *internal* world (the world of mind) there *must* be reflection. In the study of matter-science we must observe in order to reflect; in the study of mind-science (psychology) we must reflect in order to observe. To observe the facts of mind—sensation, interest, impulse, etc., etc.,—we must direct the energies of the mind inward; mind must investigate mind, or, in other words, the mind must think and at the same time observe its thinkings. Now, to make the mind at once spectator and actor—to note facts which are so subtle and so complex—to grasp the elements of a consciousness which is never the same for two successive moments—compels the exercise of attention which is the principal activity in the development of mind. It follows, therefore, that as a means of intellectual discipline, the study of psychology is of great value to the teacher; it trains the mind to logical habits, it forms the power and the habit of breaking up a complex subject into its elements, of seizing upon the important points, of holding them firmly, and of presenting them clearly—the prime qualification of the clear teacher. Probably three-fourths of the failures of the school-room are due to the lack of this logical faculty—incapacity to resolve a subject into its component parts, and to present these parts one at a time and in proper connection for the mind's activity to work upon.

(*b*) *It trains to self-knowledge.* Space permits of little more than a summary of other important points. The study of psychology will tend to self-knowledge. "What of all things is best?" was asked of the Oracle, "To know thyself," was the memorable reply. Self-knowledge, the beginning and the end of wisdom, conceded by the philosophers of every age to be the hardest, yet the highest discovery of man; develops self-control and patience under endless provocations, which is a prime necessity in school government, fosters all the elements of strong character—moderation, firmness, decision, sympathy. This internal culture begets higher views of the dignity of man, of the worth of the human spirit—"on earth the greatest thing is man, in man the greatest thing is mind"—and gives the inspiration of high ideals in human culture.

This self-knowledge is the ground-work of intellectual and moral improvement. I must know what I was yesterday and what I am to-day, in order to determine what I shall be to-morrow: what I am in my weakness and in my strength, on the intellectual side of my nature, in the emotions and moral sensibilities, in prudential and moral control. If "we know what we are," we are in a fair way to "know what we may be." This helps to a higher ideal of manhood and to its realization; the point which yesterday was dimly seen should be to-day my starting point; there must be the higher ideal and the higher resolve and the grander result, for "Unless above himself he can erect himself, how poor a thing is man." Says one of the greatest of philosophers: "Let a man pro-

pose to himself the model of a character which he approves, let him be well acquainted with those particulars in which his own character differs from this model, let him keep a constant watch over himself and bend his mind, by a continual effort, from the sins towards the virtues, and I doubt not but in time he will find an alteration for the better." In this self-examination, self-scrutiny leading to self-knowledge, will be realized what Mill so strongly felt the need of: the maintenance of a due balance among the faculties, the cardinal value of the cultivation of the feelings, in short, the internal culture of the individual as a prime necessity of human well-being.

This self-knowledge is essential, also, to a knowledge of human nature, of the "origin and source of all those qualities in human beings which are interesting to us, either as facts to be produced or to be avoided, or merely to be understood"—a knowledge so important to the statesman, the preacher, the orator, the parent, the teacher. This thorough self-knowledge leads to wider and deeper sympathy for man; the heart becomes better attuned to "the still, sad music of humanity;" we put ourselves in the place of others, exemplify the spirit of the golden rule; understanding better the actions and motives of others we become just, modest, candid, charitable, sympathetic, courteous; it is by this moral reflection, the result of self-examination, that we "learn to clothe the severe form of heroic allegiance to duty with the graceful robe of unselfish and divine charity." This self-study pursued with an earnest desire for self-improvement fosters that moral thoughtfulness which Dr. Arnold was so careful to develop in his pupils, and which he describes as a "persevering search after truth, united with a divine love of goodness;" than this moral thoughtfulness, no teacher can possess a greater educating power. (*e*) Psychology is the minister and interpreter of all the sciences of man. Ethics, theology, history, education, sociology, law, politics. "History would be but an incoherent procession of characters whose parts are not understood, for one who has not learned in the school of psychology, to disentangle the inner motives, ideas, sentiments, passions, which move humanity, for one who analyzes the characters of the men who by their preponderant action are the principal makers of history;" and even more than this can be said for psychology as the basis of the other sciences relating to the nature, progress and destination of man.

Consider, in the second place, the *special* (or strictly professional) value of *psychology to the teacher.* (*a*) The teacher is a trainer of mind, a former of character. His primary aim is given in the maxims: faculty before facts, power before information, education before instruction. Or, in the words of Locke, the end proposed in education should be "an increase of the powers and activity of the mind, not an enlargement of its possessions." While the tendency is to overlook this high aim of education and to make the communication of facts the main purpose of the teacher, it may be well to remark that the foregoing maxims make too broad a distinction between knowledge and mental power as the ends of education. The mind gains power only by acquiring knowledge. The two processes are necessarily correlative, we might say, therefore, education *with* instruction, power by information, or *organized faculty by organized knowledge.* (*b*) Education has to do with this mind-training and character-forming; it is the science of the formation of character. (*c*) Psychology, as the word implies, is the science of the mind to be trained, a systematical and orderly account of the mind that the educator must reach and of the laws, principles and results of its activities. A knowledge of it is then indispensable to the teacher. (*d*) IT HELPS TO DETERMINE CERTAIN ESSENTIAL QUESTIONS, *e.g.*: (i.) *The end of education.* Correct views on this point will determine the course and methods of education; a mistake here vitiates the whole process. The development of soul-life starts with sensation which, in its three-sided character, its knowledge side, its interest side, its impulse side, becomes the raw materials of the three activities, to know, to feel, to will; from the unity of the soul these three are equal and education aims at their *equable and harmonious evolution.* (ii.) *Faculties to be developed in the process.* From these raw materials are evolved all the so-called faculties of the soul; all the forms and stages of intellectual, emotional, and volitional development. (iii.) What are the processes which work upon these raw materials? What conditions, what activities manifested, what results? (iv.) *The order of development of the "faculties."* Are the stages of develop-

ment mutually exclusive, are there certain periods of child-life corresponding to these mutually exclusive stages, is it "first the observing powers, then the reflecting powers, or are all the powers active, *but in different degrees*, in all stages of development?

(v.) *Nutriment of the growing powers.* The mind grows by proper aliment. There must be subjects of study. What are the relative educational values of subjects, both as to their disciplinary value and their practical value? What is the specific effect of each subject in organizing faculty? The subject which is of most use for "making a living,"—is it also "by a beautiful economy of nature," possessed of the highest culture value? etc.. etc.

(vi.) *What is involved in learning.* This aliment is to be brought into relation with the growing mind—how is this to be effected? What is to be the attitude of the recipient mind and how is this to be secured? What activities are to be aroused and how adjusted and directed? In what manner and in what spirit is the mental aliment—matter of study—to be presented so that there may be *assimilation*? What is true assimilation, and what its test? etc., etc. . . These and kindred questions must be answered mainly by psychology.

(*b*) *Psychology reveals the processes on which Rational method rests.* (i.) What is method? Psychology shows the activities engaged in the process of learning. Method is a way of approach to these activities determined by the laws governing them; it stimulates them, it co-ordinates and guides them, it presents properly arranged material, it determines their highest exercise with the least waste of power. *Rational method is tributary to the natural processes of the mind.* It is *not* a blind observance of rule and formula learned on authority, but is a skilful adaptation to the *known* processes of the learner's mind. "Methods" which do not rest upon a knowledge of the mental operations are purely mechanical; they are not auxiliary to the act of learning; they are barren of good results, or positively harmful; they make of teaching a trade, and of the teacher a mechanic. Rational method, on the other hand, makes of teaching a profession, and of the teacher an artist. The mechanic-teacher is saturated with the idea that he is to teach a subject and he follows with numb rigidity certain ways and means and "devices" which he has been told to follow in "imparting" knowledge; for him the mind exists for the "subject," not the subject for the mind. The artist-teacher knowing the material he works upon, and familiar with the marvellous processes by which it grows and develops into the noblest thing on earth, subordinates ways, and means, and methods, and devices, to *mind* and its development. (ii.) Psychology is to the teacher what physiology is to the physician. Psychology is as much a determined science as physiology is. Medicine is mainly an applied physiology; education is mainly an applied psychology. As there are quacks in medicine, so there are empirics in education. The latter are more to be dreaded than the former. It is just as reasonable to allow the doctor to practise on the body without body-knowledge as to allow the teacher to practise on the mind without mind-knowledge.

A thorough knowledge of the facts, laws, and results of the physical processes is the basis of rational method for the physician; a thorough knowledge of the facts, laws, and results of the psychical processes is the basis of rational method for the teacher.

(*c*) *Psychology is the test of the methods, "devices," etc.* Knowing psychology, the teacher is prepared to submit all educational maxims to the test of reason. He knows *why*, in a given case, one method is preferable to another; he knows the true meaning of educational maxims and sees the limits within which they are true and beyond which they are false. This knowledge,—psychological—this power of weighing maxims and methods in the balance of reason is invaluable, is a prime necessity at the present time. The amount of talk on educational methods and principles is by no means a measure of the amount of *thinking* on the subject. There are, therefore, innumerable "methods" that have been simply invented, and "principles" that have no rational foundation. It follows that amid the babel of doctrines, and the mob of methods, the teacher who is ignorant of psychology is at the mercy of "every wind of doctrine." He is likely to be a slavish follower, not merely of mechanical rules, but of mechanical rules which contradict one another, and of maxims or doctrines whose proper limitations he is ignorant of. It is needless to say that his course is erratic, without law, or order, or definite aim.

Take a few examples in addition to those already referred to. (i) *Base instruction on interest.* This is a thoroughly sound principle. How is it applied? It is assumed that only the *easy* is interesting, and a new maxim arises to govern practice. "Make all education easy," which rigorously carried out is equivalent to: make all education useless as a preparation for the struggles of life. The cry is, the easy is the interesting and the interesting is the educative. The easy is the law for the kindergarten, for the primary and the public school, for the high school and the college, for the making of text-books; it is the American discovery of the royal road to learning by the simple expedient of removing all difficulties, instead of developing strength to conquer them. The text-book which presents a subject in "an easy and practical form," by evading all difficulties, is likened by De Morgan to a ship of war that has been *eased* by throwing her guns overboard; she looks as much like a ship of war as ever till the occasion for fighting arrives. Two things, he says, are beyond dispute; first, that power is never gained from works which evade the necessity of strong mental exertion; and second, practical facility is the offspring of difficulties conquered, not of difficulties avoided. Says Mr. Mill, when the principle of making easy and interesting is pushed to the length of not requiring pupils to learn anything but what has been made easy and interesting, one of the chief objects of education is sacrificed. (ii.) "From the concrete to the abstract"—though not well expressed—is a sound enough maxim when properly understood. But the mistakes concerning it are many. It is supposed that the child *starts* from concrete *knowledge*, that, dealing with concrete things he is necessarily acquiring concrete knowledge, that what is good to start with is good to continue and end with, and that we are never to put away childish things; that definite knowledge is infinitely easier to get than general knowledge, etc. (iii.) "Cultivate the observing powers,—accumulate facts" is taken as a whole truth. It is in fact, only a half truth, its correlative being cultivate the reflective powers,—organize facts. (iv.) "The intellect is the sum of different faculties, each requiring its own kind of culture." This is assumed as the basis of most pedagogical discussion. It violates the true principle that intelligence has two fundamental functions, or powers, analysis and synthesis, both of which are forms of relating activity. There result, accordingly, such nostrums as training language apart from thinking, desultory "language lessons" apart from thought-lessons, training perception without reference to the relation of thought implied, etc. (v.) "Teach things, not names." As if it were possible to teach things *without* words; as if the *naming*, the incarnation, of the notion were not part of the thinking act—as if this thinkingthe notion into the name so as use the name rightly were not a higher exercise of mind than getting merely a sense-perception of the *thing*. The maxim ignores, at least, half the truth, namely, that words are the universal instrument which "nature" provides for the development of reason.

These imperfectly understood, or half true maxims with their fallacious rules of method, are beginning to infect Canadian education. For instance, what is a non-scientific teacher to do when he is told by one interpreter of the Grube method (arithmetic) that he is not to allow the child to say one block and two blocks are three blocks, but "one and two are three;" and by another that the first year's number work must be wholly with objects, "because the child cannot yet generalize!" Consider the worth of a method that subjects a child (of six or seven years, say) to a six months' drill on the numbers from one to five; that demands a full month or more for the number six; that takes from one to two years for the numbers from one to ten; that gives no figures (1, 2, etc.,) for the first five months; that will not venture to teach the sign + till after a month's drill, and dare not give its *name* till much later; that will require six months for teaching two additional signs − and =; that dare not be guilty of the enormity of introducing any number of two digits till some time in the second year. Consider a method of teaching reading which demands from four to eight months to teach some two hundred words as *wholes*, "because the process of learning is always from whole to part by analysis," as if there were no analysis in distinguishing the elementary sounds of a word, and proceeding from these elements to the whole, as if, in fact, analysis and synthesis were two separate and independent, instead of supplementary and connected processes; which exalts the "word method" on the ground that it proceeds from "known to unknown"—as if the known sound—word (as spoken) in

some way suggested the unknown form—word; which announces as an indisputable educational canon that, "If the thought is in the mind the *expression* will take care of itself;" that the benign goddess "Nature" will prevent or cure indistinct enunciation, slovenly articulation, and, in fact, all the "straining harsh discords and unpleasing sharps," which distinguishes the speech of the illiterate.

(*d*) In support of the utility of psychology in the training of teachers, many of the greatest thinkers might be named if space permitted. Spencer, *e. g.*, says: "With complete knowledge of the subject which a teacher has to teach, a co-essential thing is a knowledge of psychology and especially of that part of psychology which deals with the evolution of the faculties." Ignorant as our teachers are of psychology, what chance has a system which requires psychology as its basis"; and again, "No rational plea can be put forward for leaving the art of education out of any curriculum. Whether as bearing on the happiness of parents themselves, or whether as affecting the character and lives of their children and remote descendants, we must admit that a knowledge of the right methods of juvenile culture, physical, intellectual, and moral, is a knowledge second to none in importance. This topic should occupy the highest and last place in the course of instruction passed through by each man and woman. *The subject which involves all other subjects, and therefore the subject in which the education of everyone should culminate, is the theory and practice of education.*"

(2) But further. A knowledge of ethics and logic is pre-supposed in a mastery of scientific (rational) method. *As to ethics.* Since the educator has to do with the moral nature, it is plain that he should know the laws of its development. He should know that proper cultivation of the intellect and the emotions tends to the proper development of the will and to the formation of right character. The mind is an organic unity; knowledge, feeling and will are so interdependent that it is impossible to educate one thoroughly without at the same time requiring and securing the training of the other two. Aside from the fact that the functions of analysis and synthesis enter into the operations of all the "faculties," and that the main principles of development (from the presentative and immediate to the representative and mediate, etc.,) are alike in all, the mind is a unity, and primarily it is mind that is affected by education, and not in itself knowledge or feeling or will. There is but one mind and knowledge, feeling, will, are not three departments of mind, but three phases of its manifestation. The teacher should, therefore, know the psychology of ethical development; that all the mind processes concerned in producing the various forms and stages of intellectual development operate also in emotional and volitional development: that, therefore, if he keeps before him as his highest aim the development of the ethical nature he will lay hold of all the details of school work and make them subservient to the formation of *character*. *As to logic.* Logic is a portion of the art of thinking. It should form part of the teacher's disciplinary course because it is concerned with the "operations of the understanding which are subservient to the estimation of evidence; both the process itself of advancing from known truths to unknown, and all other intellectual operations in so far as auxiliary to this;" because, also, of the close connection between logic and language—the great instrument of the teaching process—and because it trains to logical habits of mind by which alone the process of learning (and teaching) can be rightly directed.

(3) *The last point* in the *Doctrine* of *Education.* The *history* of education should form part of the teacher's training course. The history of education is no small part of the philosophy of history. To understand the education of a country we must understand its character, its social and political system, its ideal of human life. It has always held a prominent place in the normal schools of Germany, which country may be considered the teacher of the world in all that pertains to the philosophy of education and of educational methods. It can be made a culture subject in the true sense of the term. "It is the prerogative of educational history to exhibit the conscious efforts of the wisest and the best of the human race in behalf of their successors on the earth, the fate of the systems which they devised, and the principles and methods which were involved in them." The knowledge of what has been done by the great teachers of the past, their educational ideals, their

modes of procedure, their struggles and sacrifices and triumphs, animate the teacher with loftier ideals and with the spirit of effort; the critical study of the underlying principles of varied national systems, their truths and their errors, helps at once to enlarge and make clearer our ideas of the science of education; a similar remark may be made regarding educational method. In short, if history is philosophy teaching by examples, educational history is a sort of crystalized educational philosophy.

IV. *Right Spirit.* The highest aim of the Normal School is the cultivation of the Right Spirit in the teacher. This is something that cannot be defined, it cannot be weighed and measured by the crude test of examinations. It is subtle, impalpable, because it is not of the earth earthy; it is the thing that makes the living soul of the educator—his highest qualification because all true education is the work of spirit upon spirit. We ask of the trained teacher what is his scholarship, his culture, his method, his philosophy of education, his experience, but above all what manner of SPIRIT IS HE OF. The painter with his palettes, and his brushes, and his colors mixed with brains, and his rules of art, is but a bald imitator, a reproducer of lifeless copies, unless he is inspired by a sense of beauty and of the divinity of art. So learning, culture, scientific method must be fused and informed by a divine spirit of humanity in order to become the living soul of the artist teacher. "This change of spirit and purpose is so marked, says Prof. Payne, that sometimes in speaking of it, I have ventured to call it *conversion.*' This right spirit within always makes itself felt. It is at once the cause and consequence of *High Ideals* How necessary this to the teacher when the community makes—in spite of empty rhetoric on the subject—so low an estimate of the worth of education. The educator must get his inspiration from his own high ideals, there is none to be had from a public opinion which ranks every other profession above the one which is highest of all. He works upon the most precious thing on earth, the heart and intellect of the child to whom he restores in part the lost image of God. He holds in his hand the issues of individual life, and the germs of the energies of nations. It is needless to say that high thoughts and high purposes will influence all his actions and inspire all his methods. For as a man thinketh so is he, and so acteth he; it is "the unseen and the spiritual that determines the visible and the actual."

This Right Spirit manifests itself in profound SYMPATHY for child nature. Sympathy is the most potent force in the school room. It is that which gives effect to the teacher's method and wisdom to his philosophy. "Gentle of heart, yet knowing well to rule," with strong mind made stronger by the power of affection, he imparts along with knowledge a love of knowledge, and with notions of moral obligation fosters an unswerving loyalty to duty. To this is added a spirit of self-sacrifice which some one has called the spirit of God himself, the most significant trace of the divine image in the human soul. "Education, habit, the cultivation of sentiments will make a man dig or weave for his country as well as fight for it." It ought to make a man teach for his country as well as legislate for it. It is the thing that gives strength and beauty especially to the teacher's character, for his work is noble, and neglect of self is the essence of nobility. "Let the thought of self pass in and the beauty of a great action is gone—like the bloom of a soiled flower."

This Right Spirit shows itself in FAITH AND HOPE in the power of the teacher's art. Impressed with the sacredness of his calling, animated by lofty ideals, and intelligently grasping the means for their realization, he is strong through faith and hope and the spirit of effort which they inspire. He knows that education is a great moral force for the renovation of the race, and that in doing well his part he is a co-worker with Providence in the measurable progress of humanity towards benevolence, justice, intelligence, virtue. "What a noble, what a divine employment of human power? How it ought to rouse the ambition of parents, of educators, of law-givers, of every man in his station to contribute his part in the accomplishment of so glorious an end." These high ideals, this boundless faith in the possibilities of human culture are prophecies of what he himself shall become, and of what he shall be able to perform. "Dream nobly, and beautifully, O youth, and thy dreams shall be prophets."

This *Right Spirit* manifests itself in *Love of Learning* and in *Stimulating Power.*

How many teachers possess the scholarly spirit, the love of letters and learning? Yet without this how can they create in their pupils a kindred spirit? The condition of educating power and the test of its success is the awakening in the mind, "a taste for various sorts of knowledge," a love of learning which is "never satisfied." Every true TEACHER must call into vigorous action the child's mental powers. He must do more. He must give animation and attractiveness to all his instruction, he must create an unsatiable thirst for learning, which will outlast the instructions of the school room. This is the only sufficient test of the worth of instruction in every grade, from the kindergarten to the college. What power, faculty, ability, tendency, capacity, has been permanently formed is the test of education—not observed facts but the habit of observation, not remembered facts but the power to hold firmly and recal readily, not knowledge so much as desire for knowledge. not canons of literary taste but the literary taste itself, should be the flower and fruit of all instruction. When a pupil leaves the public school, or the high school, with no desire for further progress, it is a sure sign of the merely mechanical character of the instruction he has received. In like manner when a teacher in training leaves the model school with no inspiration for further professional attainments, and "graduates" from the Normal school with the feeling that his work is done, it is safe to conclude that hardly has a beginning has been made in the great work of forming an educator. In the true teacher, says Prof. Tyndall, "a power of character must underlie and enforce the work of the intellect. There are men who can so arouse and energize their pupils, so call forth their strength and the pleasure of its exercise as to make the hardest work agreable. Without this power it is questionable whether a teacher can really enjoy his vocation; with it I do not know a higher, nobler, more blessed calling." This love of learning united with sympathy and enthusiasm are the main factors in what is called *personal magnetism*, which is the prominent characteristic of all great teachers, and without which all instruction is but little better than sounding brass or a tinkling cymbal.

The right spirit which I have described as one of the highest aims of normal instruction, is largely perhaps the gift of nature, but it is not incapable of cultivation. Its development depends in a great degree upon the personality of the instructors. At least Normal school nurture and culture ought to inspire the student in no small degree with this essential spirit of the true teacher.

B. The Actual Normal School.

It may be well to enquire how our Normal schools compare with the ideal standard.

(1) *In the first place.* As to scholarship and culture: Ontario is the only state on the continent that has taken the important step of separating the professional from the scholastic training of the teacher by confining the Normal schools to their true function—that of professional training. The reasons, in brief, which led to this change are:

(*a*) It was found impossible from the enormous expense it would entail to provide a sufficient number of normal schools to undertake the entire education of the teacher. It was felt to be useless, even if possible, since we have, so many secondary schools competent to give the required academic training. The Normal school had been doing the work of High schools, and attempting to give professional training besides. It was assumed in this separation that the high schools, etc., are what they ought to be—*capable of giving scholarship and culture* by *rational methods of instruction.*

(*b*) By this arrangement the professors in the Normal schools can, in a session of reasonable length, give more time to purely professional work, while not neglecting the supplementing and methodizing of the students' knowledge.

The teaching power of the institution is employed to turn out trained teachers.

(*c*) The energies of the student are concentrated in the effort to acquire the science and art of education, to learn how to acquire knowledge and how to impart it to others with the best educational effects. Not the matter of instruction, but man and the methods by which the matter can be applied in the education of man, are the prime objects of his study. This undivided attention to one great object is of the highest importance. If a student is ignorant of a subject, his all-absorbing aim is to get possession of the subject: and just then he has but little power to bestow on the philosophy of method, whether given by science or by precept and example or by all combined.

(*d*) Reviews are indeed necessary, but in addition to strictly professional training in methods, etc., there can be thorough reviews of all the subjects of the general course, especially those which the students will be called upon to teach, with a view (1) to supplement his knowledge of the more important branches, and (2) to methodize his knowlege, give it scientific value.

(*e*) If the previous academic training has been thorough, the student brings greater intelligence and power to the study of man and method. There is a foundation to build upon ; you cannot professionally train the illiterate and the unintelligent. Of course the normal school which has an exceptionally long course, may lay this foundation before proceeding with the strictly professional work. But a student who has taken a full course in a good High School, and afterwards spent one year in a Normal school which is confined in the main to giving professional training, will prove a better trained teacher than if he had received his entire training in a two years' (the usual length of course) Normal school course.

(*f*) For the sake of higher culture in the teacher it is better that the academic instruction should be carried on apart from the purely professional. It is said with great truth that a study pursued with constant reference to the use that is to be made of it, loses a considerable portion of its culture value. Says Prof. Laurie "The moment we substitute a distinct practical purpose. . . . as the exclusive aim of education, . . . the mental life of the student becomes at once narrowed and education in the higher sense disappears altogether."

Unfulfilled Conditions.—Now, as I said eight years ago, the success of the new and important departure in Normal School training depends on certain conditions, one of which is that students on entering the Normal school should have good scholarship, and the power which comes from its acquisition by rational methods. This condition has not been fulfilled.

Speaking generally the scholarship is meagre, and the power of connected thinking correspondingly undeveloped. Perhaps not twenty-five per cent. of the teachers on entering the Normal school can give a rational explanation of the processes in the "fundamental rules" of arithmetic, and not ten per cent. such an explanation of the "rule of signs" in algebra. Of slovenly thinking as shewn in want of precision in expression, take the following examples from answers given at a sessional examination:—

SPECIMENS OF ANSWERS, SECOND SESSIONAL EXAMINATION, MAY, 1890.

When from harmony we violate from grammatical and rhetorical pauses, it is called a harmonic pause.

Each of these nouns are the subject.

When no idea requires to be impressed on the mind of the listeners more than the others (meaning the other ideas.)

Then show that the action being performed by John or the Subject, the verb expresses that the Subject is the actor.

The poet representing conquest to a blood-stained wing (for comparing.)

Have John to walk and write on B.B. John walk (for John walks.)

They were like a prophet, whom the people believed they could utter anything and it would be carried out.

He will give it in a smothered tone called pectoral.

Moderate time means to read slowly.

Get from him that the words mean the same [I see, I saw,] but one happened to-day, the other yesterday.

Of nouns, some are the names of things with life, others without life.

Get the inflexion also by questioning whether complete or incomplete.

When I say that a pupil has read *well* I mean fluency, articulation and pronounciation.

The first four lines is read.

In this stansa one of the bards is speaking, and hence the language of the stansa was in harmony with the feeling.

Tell me in what way the subject and verb is connected in each of these sentences :

His pronounciation and inflexion has been correct.

The relation which a noun or pronoun bears other words in the sentence with which it is connected.

Who is the statement made about ?

"The Bard." Bring from the class the feelings which the poet had when writing the piece—revenge, hatred.

The two words gives the line an effect.

I would have one of the scholars come to me and ask the class to tell me what he did.

Moderate time means read slowly.

Require a pupil to perform an action, write this on the board.

The bard pronounced the curse of Welsh upon Edward I.

Grammatical pauses mean that we are to pause.

Rhet. pauses mean that we are to pause at certain pauses not marked in the reading.

He not only brought out the meaning of the passage, nor violated any of the principles.

Medium force means, should be read not so very loud and fast.

In what way do the words draw and walks resemble ?

I should have only one of each of this class in the story, but should use the others in the drill at the last.

Refer to who mocks the air with idle state.

It is used the same as the pure tone and middle pitch.

In saying a pupil reads well I mean that—

1. He reads, etc., etc.
2. He gives, etc.
3. That he reads, etc.
4. That he reads, etc.

I write nouns on the board and the class tell some action they can perform.

The same way I would deal with each of the other words.

When I say that a pupil has read well I mean that he must be able to group the words correctly.

Some words express the relation of other words in the sentence, or show the relation between other words to a sentence. This relation is called case.

The Bard.—Bard must be got from the class, what it means and explanation leading to the subject matter of the whole poem, and the teacher to explain what they do not know about the bard.

They would convey the meaning as well though he were to hear the whole piece read.

Everything may be divided into two great classes.

What virtues is referred to ?

It makes an assertion about what we were talking.

The fourth line should be read in much such a tone.

The teacher walks on platform, and asks pupils what is doing and to give full answers.

If I say that a pupil reads well I imply that he reads it so that, etc.

In order for one to know the thoughts of the selection, it must be read.

Middle pitch means the height to which the voice rises is that heard in ordinary conversation.

By medium force is meant a fair degree of force or power is employed.

(2) *In the second place. Should the Normal School supplement Academic Training.* Even if the scholarship of the students in training were much more thorough than

it is, there ought to be, as was pointed out in 1882, a review of at least, the principal branches of the school curriculum, in order to give unity to the teacher's knowledge of each subject; *to methodize* it, in fact, for *teaching purposes*. A method of teaching a subject involves an understanding of the relations of its parts. If, for example, a teacher has thoroughly mastered the method of teaching arithmetic, he could write down, without assistance, a perfectly logical outline for a treatise on the subject, as well as a perfectly logical outline of the method of teaching it. The attempt to give a logical *method* of the subject without the logic of the subject is, and ever must be, little more than useless. In Germany, where if anywhere in the world, exclusively professional work could be done in the Normal Schools, there is never an attempt made to teach the method apart from the logic of the subject. Students on entering are examined in arithmetic, algebra, geometry, grammar, rhetoric, criticism, botany, zoology, chemistry, physiology, music, gymnastics: yet the normal work begins with the very elements in every branch; in German, *e. g.*, the instructors begin with the *parts of speech*, declension, comparison, conjugation, etc., and on through rhetoric and criticism. Why is this? Not to impart knowledge as knowledge, but to impart it as analyzed parts and united wholes, for the specific and professional work of the teacher. The Law is explicit on this subject. "The instructions which the Normal pupils receive is expected to be in its form a model of that which they themselves, as teachers, will have later to impart. The directors have to insist strictly on correctness, both in the presentation of the subject, matter on the part of the Normal teacher and in the oral and written re-production of the same on the part of the pupil. The instructor is expected to present, simultaneously, with the subject matter, the method also."

Now if these logical reviews, with no small amount of direct instruction, is necessary in Germany, where the scholarship of the students is sound, how much more in our schools where the scholarship is weak? The case is this: No matter how well a student may know a subject, he is to review it thoroughly, in order to acquire the connected view of it which is essential to a good method of teaching; if his knowledge of the subject is superficial, instruction must be given to improve knowledge, as well as instruction to impart methods. If a man is ignorant of a subject, of what worth to him are discussions and illustrations as to the best method of teaching it? Professional training cannot be grounded on ignorance. The sum of the matter is that in teaching a subject, you, in part, teach method and in teaching method you, in part, teach the subject.

This thorough German plan is not so strictly followed in our schools, as I think it formerly was, and, as I know, it ought to be. If, for example, formal grammar, in its elements, is to be taught in the public schools, why should not the Normal review present this subject to the student, clearly and logically, so as at once to improve grammatical knowledge and illustrate method? If literature is to be taught in the schools for the culture it surely brings, why should not the normal instructor present something great in literature, with method indeed, but especially with an inspiration that is above all methods, filling the teacher with the love of literature which alone perceives the beautiful and the true in it, and which is, and ever will be, the very soul and essence of the teacher's highest art? Thus, also, method in arithmetic should be taught. The subject should be reviewed especially in the form of what is called mental arithmetic; which disciplines the reason by presenting the *rationale* of the processes, develops practical ability, and especially presents the best method of teaching it. Mental arithmetic is systematically taught, neither in the Normal school nor anywhere else. Yet I will venture to maintain that if it were taught rationally in the schools of this country, a better knowledge of arithmetic, and more mental power would be acquired in half the time that is now given to the subject. It is universally admitted by American educators, that the publication of Colburn's Intellectual Arithmetic, revolutionized the teaching of arithmetic throughout the entire Union. That the method has been abused in feeble hands, is no argument against its real utility.

I repeat a former statement: If it is a question of scholarship without method, or method without scholarship; the former should be preferred. And therefore, if the Normal Schools find the scholarship of the students very defective, it would be better to spend more time in improving knowledge than in teaching methods. If one or the other

must go, methods can be better spared than scholarship. In this connection it may be observed that the specific professional subjects of the training course, psychology and the history of education are, if properly taught and studied, of high value, both for intellectual discipline and general culture.

Method.—If insufficient scholarship and culture are the rule, it may be inferred that the purely professional training is not all that it ought to be.

(1) As has been already stated, the Model Schools, the schools for observation and practice, are, on the whole, good. They might be better but for the defect that marks all our professional training—their methods are too empirical especially for purposes of scientific criticism.

(2) Any defect which may exist in normal professional training is not, as some critics of the Normal Schools have imagined, due to insufficient practice in the Model Schools. The students spend about an hour and a half a day in observing and practising. This is quite enough if former trainers, High and Model school masters and inspectors have done their work well. For the Normal students, after having been trained in High Schools and in County Model Schools, have taught, under the instruction and guidance of presumably skilled inspectors, for a period of three years or more—after completing the Model School course, and before entering the Normal School. Intelligent practice, practice grounded on a clear perception of rational principles, is good; of practice without principles, the less the better. Education is a mental, not a manual art; the brain has much more to do with it than the hand. Here pre-eminently doing depends on knowing. Given that the teacher has thorough knowledge, and knows what to do with it in developing mental power, he will need but little of the practice of the mere experimenter or imitator of the methods of others. A three year's practice of rational principles acquired by study and practice in the County Model Schools, would relieve the Normal Schools of the necessity of much practice-teaching.

(3) The defect in professional training is due primarily to (*a*) want of sound scholarship to build upon; (*b*) imperfect methods of imparting instruction in the non-professional course; (*c*) weakness of the professional training in the County Model Schools; (*d*) want of more direct and thorough Normal training in educational psychology and history—in what may be fairly termed the doctrine of education, on which rational method is directly based. The instructor in educational psychology has a difficult task to perform in teaching a reflective subject to students who have hardly learned to reflect. The text-book, too, a good enough work in its way, does not treat directly of the pyschology of education. When it was first introduced. it was, perhaps, as good a book as could be had, and may still serve a useful purpose in the hands of a thorough expert in that part of the science of mind which bears directly on education. Much better books, however, on educational psychology can now be had.

An even greater evil in this connection is that an examiner is obliged to set papers, not upon the subject of educational psychology, but upon the text-book, and almost in the very words of the book. One can see at a glance that there is but little of the real science of education in the Normal papers on this subject. By this rule of *book* not *subject*, a competent examiner is prevented from using a wise influence on the teaching of the subject. The crammed candidate, whether from the County Model School or the highest Training Institute, looks upon a variation in text-book phraseology as solid ground for protest against the fairness of the examination, and the competence of the examiner. "The question cannot be answered from the book" is his formal indictment. Which simply means that his crude materials he has never fashioned "In the quick forge and working-house of thought."

C. Causes of Defects.

Compared with the high ideal of what a Normal school ought to be and to do in Scholarship, Culture, Method, Spirit, there is undoubted room for improvement in existing schools.* Some of the defects and their causes have been pointed out or suggested. In brief:—

1. First.—*Meagre scholarship of students*—insufficient academic training. That

*I would not, however, be understood as supporting the sweeping charges of inefficiency by critics who overlook weighty causes which prevent the schools from rising to the highest excellence.

is, there is not enough scholarship, and of course not enough organized power, the result of scholarship. Some of the reasons of this may be noted.

(1) The candidate for a teaching certificate is required—or allowed—to go over too many subjects in a given time. The maxim is *multa non multum*. The fallacy prevails that the teacher, even of the lowest class—must know a little of everything, and get it all at once. But every observer of the action of mind knows that *one* subject learned thoroughly is worth a score gone over superficially. The student who has never fairly mastered at least *one* branch, can have but little power of connected thinking. More than this. He neither knows how to learn nor what the learning process really means. How then can he teach a pupil how to learn? The thing for the teacher is, not to skim over many subjects, but to master a few as completely as possible, and thereby develop the power to think and the capacity to acquire readily a general (not a superficial) knowledge of any branch he may be called upon to teach.

(2) The candidate, in his non-professional course, is taught and learns for examination, not for power and culture. This is largely a consequence of the defect considered in the last paragraph. The student is rapidly filled with a mass of undigested and indigestible materials, and there result a burdened memory and a dormant intellect. He is a receptacle of dead vocables with scarcely a nook for a living thought.

(3) Too little time is taken for academic training. Most of the candidates for third-class certificates "get through the course" in a year, many of them, it is said, in six months. There prevails the fatal error of attempting to develop character by some patent process of a new education. Time is the warp and woof of education and culture, and in spite of American ingenuity the royal road to learning is undiscovered and indiscoverable.

(4) As already suggested, it follows from the fact that there are too many subjects and too little time, that both the learning and the teaching are mechanical, even when the teacher has clear views of the higher end of education and the methods by which this may be secured. Both teacher and taught take no thought for the morrow of culture, but only for the morrow of examination. The evil consequence inevitably follows, that there is little or no positive effect in the unfolding of the right spirit, the scholarly spirit, and the spirit of high ideals. There are not created "a taste for various sorts of knowledge and a curiosity that is never satisfied." On the contrary, the mass of this class of students are never *dis*satisfied, and literature, science, art, professional excellence, have no charms for them. For reasons given already the absence of the scholarly spirit is the thing most to be dreaded in one who undertakes the education of youth.

(5) The large and rapidly increasing preponderance of girls in the teaching profession, may be taken as *prima facie* evidence of this want of thoroughness in the scholarship of teachers. However this may be, the fact is to be regretted. It is a sign of descent towards American superficiality in school work instead of ascent towards German and British thoroughness. I shall not be misunderstood, I hope. In certain stages of education, and for special purposes, the strong and cultured woman is the best of teachers. I would have some of such women in every school from the kindergarten to the college. But the manly man is an essential factor in turning out manly men, and the womanly woman in producing womanly culture. Of the four thousand third-class teachers in Ontario, a large percentage are girls who—with, no doubt, a goodly number of noble exceptions—have but little learning, but little professional skill, but little earnestness, but little of the right spirit and power of the true educator—with in fact but little of any working "ideal" except that of "lighting Hymen's torch" in the nearest possible future. Shall the training of the strong-brained and strong-willed boys who are to make the *men* of this country, be placed and kept in hands like these? The teacher produces in the unformed and defenceless minds of his pupils the image of himself. *Only character can reproduce character.*

2. SECOND: *Weakness of Preliminary Professional Training.* The training given in the County Model schools is very defective; the reasons are not far to seek. They are those which operate in Normal school training.

(1) As pointed out before, the scholarship, if it can be so called, is of the slenderest sort. The county model schools attempt to rear on academic ignorance, the fabric of professional knowledge.

(2) Many of the masters of these schools, (county model schools), are not well versed in the doctrine of education, and know but little of the rational methods grounded on doctrine and "perfected by experience." The great preliminary difficulty of fashioning the instruments," teaching the teachers, is encountered at the outset.

(3) There is not even a good text-book to guide them. The book at present used—good enough in the hands of students and teachers who know how to bring order out of chaos—is probably not the worst possible book that could be put into the hands of third class candidates. But to expect that from such a book, an untrained pupil could obtain an intelligent view of the *Art* of education as based on the *Science*, is to look to the thistle for figs, or to the thorn for grapes. The pupil's academic knowledge is scrappy; add to this, scrappy professional knowledge; how can such a combination produce the unity of science and of rational method? Discontinuous thinking on the knowledge side, discontinuous thinking on the professional side, and we have disconnected thinking and scrappy methods both in practice-teaching, and in actual school-room work.

(4) As connected with imperfect attainments, there may be mentioned again another source of weakness affecting both the knowledge side and the professional side of training, viz., too much *Mechanical Teaching* during the *non-professional* (*Academic*) course. I pointed out long ago that if our plan of confining the Normal schools exclusively, or mainly, to professional work is to succeed, (a) the students-in-training must have acquired a thorough knowledge of the branches of the school curriculum and (b) this knowledge must have been acquired under the influence of the *best methods of teaching*. It must be at once admitted that if the students have been subjects of bad teaching in the public schools, and in the high schools, a brief course in a Model, or a Normal school, a brief discussion of doctrines and methods, will not avail to correct the inveterate habits which have been the steady growth of years. The student will do as he has learned to do, and no amount of "telling" of a better way will induce him to forsake the beaten and familiar path. Under the constant influence of mechanical teaching, he has been daily absorbing mechanical methods, and he will go into his school and *teach as he has been taught*, not as he has been told how to teach in a brief Normal or Model course. Some of the causes of these imperfect methods during the non-professional training, have been already referred to.

(5) But even under the more favorable conditions of preliminary training the model schools could not do the work that it is imperative they should do, for the simple reason that the time allowed for the course *is too short*. Here as everywhere are seen the evil effects of haste—of the futile attempt to eliminate time as an element in the difficult work of training an educator. The spirit of the maxim *festina lente* has little force among us; there is hurry in the public school, hurry in the high school, hurry in the model school, hurry in the Normal school, hurry in the Training Institute, and "panting time toils after us in vain." The tendency which makes education and its methods *swift* and *sweet* will inevitably make them *shallow* also. This scrappy knowledge of subjects, due partly to imperfect teaching and partly to want of time, together with this scrappy professional knowledge which, also, is due partly to imperfect teaching and partly to want of time, disqualifies a teacher for imparting sound knowledge and developing mental power. Yet this, it may be inferred, is the literary and professional state of most of the third class teachers that are doing so large a part of the education of the youth of this country. I have noticed many proofs of an inability to think connectedly and of an indisposition to try to learn to think. I give some specimens of scrappy knowledge, which to me are plain proofs of scrappy methods of teaching. No such answers could have been given by pupils who had been in the hands of trained teachers, *i. e.*, teachers that had acquired the power to think connectedly, and the power to instruct by rational methods. The candidates were trained in the schools of a town of over 6,000 inhabitants; the examination was for promotion from the third to the fourth class; all but one, I believe, were successful. The inspector reports for the same year in which this examination was held, that "generally the schools are in a very efficient condition," that "all the teachers teach intelligently and successfully," that "the large majority of the teachers are equal to the best in any

town or city in Ontario," that it is "by no means impossible that the schools may become the very best in Ontario." It is to be hoped that he really does not correctly report the other "schools in Ontario."

Answers.—Examination for promotion to fourth class.

"Quebec is the capital of the United States."

"The Arctic ocean flows into the Mississippi."

"The Pacific ocean flows into the Hudson Bay."

"The Gulf of Mexico flows into Arctic ocean."

"An estuary is land less than 1,000 feet high above the sea level."

"A valley is water lying between hills."

"A valley is the top of a mountain."

"A lake is a piece of land with water all round it."

"The products of Canada are oatmeal, turnips and figs."

"A watershed is a shelter place for ships."

"*That* is a verb;' "*Kind* is a verb;" "*The* is a pronoun;" *With* is a verb;" "*His* is a conjunction;" "*Heavy* is a verb;" "*Yesterday* is a conjunction."

In the same school at an examination for promotion from "junior third to senior third," this question in arithmetic was proposed; find the price of 828 lbs. 8 oz. of potatoes at 30 cents a bushel. I saw the answer papers of 14 candidates; not one of the 14 had obtained the correct answer, or had "reasoned" rightly—though the inspector seems to think that there is too much *reasoning* in the arithmetic of the school. Here are some of the answers, and a sample of the work:—

"80028 lbs. potatoes at 30 cts. a bushel.

60)80028(13330
60 30
---
200 $399,900.
180

202
180

220
180
---
40 lbs."

Other answers are: "$821.40; $845.80; $3976.80; $384436.80; $2968.80; $1183.20."

No doubt "the best schools in Ontario" can do better than this: but without doubt, a pressing need of the hour is improvement in the scholarship and professional training of our third class teachers.

D. Suggestions.

1. The Ontario system of Education embodies a high ideal of the function of a system of National Education. To use the thought of its founder: "It embraces a continuous series of schools, from the Primary School to the University, without a missing link or a break in the chain." Theoretically it possesses a unity of aim and method which has no parallel on this continent. *One-half* of our system is excellent.

2. The practical efficiency of the system depends upon its teachers. If it is the duty of the State to educate the people, it is its duty to provide the means, and this includes a supply of *properly qualified* teachers. The teacher makes the school, and the state

makes the teacher, or at least, largely determines what manner of educator he shall be. Theoretically, the German system of education is not equal to ours; in practical efficiency it is far in advance of ours: for the German State trains thoroughly the German teacher.

3. But our detached plans for training the different grades of teachers are the parts of what may easily become an organic whole. They embody wise and strong ideas, that need only to be extended, enlarged and made operative in an organized system of professional training, which will prove the greatest factor in realizing the desired practical efficiency of our system of national education. Then it can be said that the *other half* of the Ontario system is excellent. The parts of this system are the High Schools, the County Model Schools, the Normal Schools, Teachers' Institutes, and the Training Institute (or School of Pedagogy)—all parts of a harmonious whole.

4. More specifically :—

(1) *As to the High Schools :*

(*a*) In our system of training, which confines the Normal School almost exclusively to professional work, it is the function of the High Schools and Collegiate Institutes rather than of the Normal School, to lay a solid foundation of learning and culture, even in the case of the lowest grade of teachers.

(*b*) But also, knowledge of good method should begin there. For, all this higher instruction—every grade of instruction in fact—should be by rational methods. That is, together with the subject there should be taught *Implicitly* the best method of teaching it.

(*c*) This work is conditioned on the most thorough training of High School teachers in the Doctrine and Art of Education: and

(*d*) TIME as a necessary factor in human culture.

(2) *As to the County Model Schools.*—These schools begin *Explicitly* the training in methods. This presupposes :—

(*a*) Masters thoroughly competent, of the right spirit, and well-versed in educational doctrine and method. This mastership should be one of our best educational positions. No more important work is required at the hands of any instructor.

(*b*) The grounding of all instruction in method, upon doctrine, *i.e.* upon a general, but sound knowledge of educational psychology and history.

(*c*) A fair amount of observation and practice of rational methods as exemplified by the best available teachers.

(*d*) TIME, as a necessary factor in this great work.

(3) *As to Teachers' Associations.*—These should form, I believe, an integral part of the organized training system. But as I made a somewhat full report in 1885 on the value of these institutions to both teachers and people, I need only say now that High Schools, Model Schools, Normal Schools, and Training Institutes, should all be able to furnish instructors and lecturers whose services would make Teachers' Associations more valuable than they have ever yet been, as an important part of a system which will tend more than anything else, to make of teaching what it ought to be, a learned PROFESSION.

(4) *As to the Normal Schools*—are to do similar work, but of a more advanced kind : they should :—

(*a*) Require students to show that they had been diligent in business—had mastered some professional and culture branches in the interval between leaving the County Model School and entering the Normal School. This is essential.

(*b*) Improve scholarship and culture in some such way as is indicated in the preceding pages.

(*c*) Give a more thorough and scientific knowledge of educational doctrine and method, and some observation and practice of its highest and best applications.

(*d*) Determine to a higher degree of development—as by men of the highest power —the Right Spirit of the Teacher.

(*e*) Have sufficient TIME: The aim is higher culture, literary and professional, and as in all other parts of the course, TIME is indispensable.

(5) *As to the Training Institute*—The training of teachers for High Schools, is one of the many important reforms of recent years. The old notion was that the possession of a University degree was evidence of qualification for any grade of educational work, and that it would be an imposition to compel a University graduate to pursue a course of training in educational principles and methods, in order to become qualified for the greatest of human callings. The training of High School teachers was long ago recommended and advocated (*See* especially Educational Report for 1882), and as the idea has met with general approval, but little need be said upon it now.

(*a*) It is the most important step that has yet been taken to accomplish the great and difficult work of training rightly the teachers of the country. As already intimated, through better methods of teaching, better results will be attained in mental discipline, and in addition to this the powerful teaching of example, will give clear ideas of a rational practice that will form a solid foundation for explicit instruction in rational method.

(*b*) The work done should be, of course, an advance of what is begun in the County Model School and carried further in the Normal School. There should be a fuller and more philosophical study and discussion of education in its doctrines, theories and methods.

(*c*) There should be instruction in the best methods for special subjects by eminent specialists in these subjects, who should explain and justify their methods on principles of sound philosophy—whose knowledge of the science of education, has been perfected by successful practice—who have learned to do by knowing, and to know by doing. Such instruction should be given in methods in Mathematics, English, Classics, Modern Languages, History and Geography, and other important branches and departments.

(*d*) If such instruction in special methods be ably given, with illustrations which really illustrate, and with all the resources of the accomplished teacher's art, there will not be need of a long course of observation and practice in training schools. For in the mental art of Education, the higher the intellectual training, and the sounder the knowledge of educational doctrine, the less need is there for observation and practice in a "Model" school, in order to attain to a given degree of skill in the art. Still, with all the advantages of thoroughly rational training, and the best instruction in special methods, the end aimed at, will be more quickly reached by some observation and practice—but only under the highest and wisest criticism—in schools where really good work is done and rational criticism can be given.

(*e*) The work of the Training Institute (or whatever name it bears) will be the most far-reaching in its effects of any in our organized system of professional training; it is the foundation and apex of the system. It affects and includes all. The Training Institute sends out better teachers for the High School, which, good as it is, will become better still; the High School better students for the Model School (and better *teachers*, for no man should be principal of a Model School who has not received the highest training), the Normal School and the University; the Model School better material for the Normal School, and the Normal School and the University, better men for the Training Institute. Therefore, for the great work proposed, TIME is indispensable.

J. A. McLELLAN.

TORONTO, Dec., 1890.

REPORT OF THE COUNCIL

OF THE

AGRICULTURE AND ARTS ASSOCIATION.

OF ONTARIO

FOR THE YEAR 1890.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

TORONTO:
PRINTED BY WARWICK & SONS, 68 AND 70 FRONT STREET WEST,
1891.

To the Hon. JOHN DRYDEN,
Commissioner of Agriculture, etc.

I have the honour, on behalf of the Council of the Agriculture and Arts Association of Ontario, to present the Report of their proceedings for 1890, the Report of the Prize Farm Judges, the Essays to which prizes have been awarded, the Report of the Secretary's visit to England and Scotland, Report of three Provincial Plowing Matches, the Report of Fat Stock Show at Guelph, the Report of Prize Awards at Toronto, London and Ottawa, and the Principal's Report of the Veterinary College, along with a list of the graduates for 1890.

I have the honour to be,
Your obedient servant,

HENRY WADE,
Secretary Agriculture and Arts Association.

TABLE OF CONTENTS.

	Page.
Minutes of Annual March Meeting	1
Members elected in Divisions Nos. 9, 10, 11, 12 and 13	1
Secretary's Report, Registrations	2
" " Clydesdale Horse Association	3
" " Shire Horse Association	3
" " Draught Horse Association	3
" " Dominion Shorthorn Association	3
" " Dominion Aryshire Breeders' Association	3
" " Berkshire, Yorkshire and Suffolk Swine	4
" " Sheep Breeders' Association	4
" " Prize Farm, Group No. 4	4
" " Result of 44th Provincial Exhibition	5
" " Spring Show	6
" " World's Fair, Chicago	6
" " Office Work	6
Election of Officers	7
Committees for the Year	7
Minutes of Council Meeting in September	11
Prize Farm Awards	11
Report of Judges of Prize Farms	13
George McDonald's Farm, Township of Vespra	14
Kenneth Cameron's Farm, " "	14
Henry Parkhouse's Farm, " "	16
Peter Knapp's Farm, " "	18
Moses Chiverette's Farm, " Tiny	19
C. Machildon's Farm, " "	19
W. Campbell's Farm, " "	19
Charles Rankin's Farm, " "	20
John A. Swan's Farm, " Tay	21
Robert Stone's Farm " Mara	22
Charles Speirin's Farm, " "	23
Richard Ganghan's Farm, " "	23
W. F. Fraser's Farm, " West Gwillimbury	25
C. J. Brodie's Farm, " Whitchurch	27
W. Pascoe's Farm, " Darlington	30
W. Baker's Farm, " "	31
Samuel Allin's Farm, " "	32

PAGE.
Minutes of Meeting of Fat Stock Show Committee 33
" Council Meeting at Guelph in December 35
Western Hotel Dinner given by Fat Stock Club 37
Finance Report of Requirements for 1891 41
Resolution *re* World's Columbia Exhibition 43
Report of Peterborough Plowing Match 44
" Hamilton " 47
" Barrie " 51
" Fat Stock Show, Guelph 53
Financial Results, Fat Stock Show, Guelph 63
Report of Visit to England and Scotland by the Secretary 64
Prize Awards of Toronto, London and Ottawa Exhibitions for 1890 88
Graduating Class, Veterinary College 136
Treasurer's Report 140
Assets and Liabilities 144

FORTY-FIFTH ANNUAL REPORT

OF THE

AGRICULTURE AND ARTS ASSOCIATION

OF ONTARIO.

MINUTES OF ANNUAL MEETING.

The annual meeting of the Agriculture and Arts Association was held on March 13th and 14th, 1890, in Agricultural Hall corner of Yonge and Queen streets. The chair was occupied by Mr. Albin Rawlings, Forest, and there were present the following gentlemen:—Messrs. Ira Morgan, Metcalf; Joshua Legge, Gananoque; P. R. Palmer, Belleville; Robert Vance, Ida; J. C. Snell, Edmonton; Nicholas Awrey, M.P.P., Binbrook; Wm. Dawson, Vittoria; James Rowand, M.P., Dunblane; Hon. Charles Drury, Crown Hill; C. M. Simmons, Ivan.

The minutes of the previous meeting were read and confirmed.

A telegram was laid on the table from Mr. J. C. Rykert regretting his inability to be present.

The following communication was laid on the table from Mr. A. Blue:—

Members elected to serve on the Council of the Agriculture and Arts Association, as on the 15th January, 1890:

Division No. 9—William Dawson,	.....	Vittoria Post Office.
" *10*.—James Rowand,	.....	Dunblane "
" *11*.—Charles Munn Simmons,	.....	Ivan "
" *12*.—Albin Rawlings,	.....	Forest "
" *13*.—Hon. Charles Drury,	.....	Toronto "

Certified,

A. Blue,
Deputy Minister Agriculture.

Toronto, 4th March, 1890.

The secretary, Mr. Henry Wade, presented his report for the year as follows :

AGRICULTURE AND ARTS ASSOCIATION OF ONTARIO.

Secretary's Report, 1889.

To the Council of the Agriculture and Arts Association of Ontario:

Gentlemen,—I beg leave to present my Annual Report of the work done by this Association, for the year 1889.

Registration of Live Stock.

		Males.	Females.	
Horses—				
Clydesdale	4th vol	258	289	
Shire or Cart	1st vol	23	10	
Draught Horse	2nd vol	40	40	
Office Record	1st vol	41	26	
		362	365	Total.. 727
Cattle—				
Ayrshire		100	59	
Hereford		15	7	
Polled Angus		10	5	
Devon		8	4	
		133	75	Total.. 208
Swine—				
Berkshire		346	404	
Suffolk		25	22	
Yorkshire		51	78	
		422	504	Total.. 926

Our cash receipts for 1889, were for registrations		$1,838 76	
For Herd Books sold		390 50	
			$2,229 26
"	for 1888		2,117 50
"	for 1887		1,413 15
"	for 1886		1,613 25
"	for 1885		2,175 75
"	for 1884		2,587 00
"	for 1883		2,608 00
"	for 1882		2,368 60
"	for 1881		2,550 44
"	for 1880		1,230 32

I insert this table in order to show the fluctuations; the year 1880 was the last year of Mr. Craig's secretaryship, 1881 my first; 1885 was the last year that we took registrations for the Canada Short Horn Herd Book, the total fees for that

year were $2,175.75. You will observe, that during the past year, I have collected $2,229.26, without receiving fees for the Short Horns, which shows that the work of registration of animals is looking up.

Horses.

Clydesdale Horse Association of Canada.

The membership of this Association fluctuates, but is about the same as last year, as to the number of members, 207 paid their fees last year, the cash receipts were $1,108.36, out of which was paid $397,00 in premiums at the Spring Stallion Show, and $40.00 each to the Provincial and Industrial Exhibitions, for special prizes.

Vol. 3 of the Stud Book was distributed to the members early in the year, and vol. 4 is now nearly ready for the members of 1889. The 4th annual show has just taken place and has been very successful.

Shire or Cart-horse Association.

This Association has been established and has a membership of 22, it is still in its infancy, but is likely to come to the front; there are nearly enough pedigrees on record to complete the first volume.

Draught Horse Association of Canada.

The first volume has been published during the past year, there are 52 members. The standard is as high as in the Clydesdale and Shire Associations.

Office Record.

This is to record the breeding of animals with fewer crosses than can be admitted into the regular Stud Books and has done very well.

Cattle.

Dominion Short Horn Breeders' Association.

Although not under the control of the Agriculture and Arts Association, is still in a sense affiliated with it, they received for registrations last year $2,668.50 and from members $1,772.00, a good showing.

Dominion Ayrshire Breeders' Association.

This Association has held its annual meeting and has decided not to close the 1st vol. of the new series until December of the present year. The roll of members numbers 40. Some new importations have been made, and in spite of the hard times the Ayrshire interest is in a prosperous condition.

The Hereford, Polled-Angus and Devon Cattle are not numerous, therefore no Association of these Breeders has been formed.

Swine.

Berkshires.

More of these pigs have been recorded during the past year than ever. It will be seen by the record that a very large volume could be published.

Improved Yorkshires.

This fine breed of pigs is coming to the front very fast, no fewer than 129 having been registered during the year.

Suffolks.

They do not seem to have moved much during the last year, about the same numbers recorded as in the year before.

A swine breeder's Association has been formed, consisting of breeders of all kinds of swine; no doubt this Association will assist in developing the various breeds.

Sheep.

A sheep breeder's Association has been formed which has held two meetings, and will hold another on the 14th of the present month.

Educational Scheme.

This was badly patronised and the council have decided to discontinue it.

Prize Farms.

This year group No. 3, consisting of the Counties of Grey, Bruce, Dufferin, Huron, Perth and Wellington, were looked over by the Judges, and as prizes were given for the best farm in each township, it was considered necessary to dispatch two sets of Judges, their able reports on the various farms will be found in the Report to the Commissioner of Agriculture.

For the Year 1890.

1. Prizes will be awarded by the Agriculture and Arts Association of Ontario, for the best managed farms in Group No, 4, comprising the following Electoral Districts with their various Township Societies.

1. Peel.—
   1. Toronto.
   2. Toronto Gore.
2. Cardwell.—
   3. Adjala.
   4. Albion.
   5. Caledon.
   6. Tecumseth.
8. Simcoe, W.—
   22. Flos.
   23. Nottawasaga.
   24. Sunnidale.
   25. Vespra.
9. Algoma County only.—
10. Muskoka.—
11. Parry Sound.—

3. York, E.—
   7. Markham.
   8. Scarboro'.
4. York, N.—
   9. Georgina and N. Gwillimbury
   10. Gwillimbury, E.
   11. King.
   12. Whitechurch.
5. York, W.—
   13. Vaughan.
   14. York.
6. Simcoe E.—
   15. Medonte.
   16. Oro.
   17. Tiny and Tay.
7. Simcoe, S.—
   18. Essa.
   19. Gwillimbury W. and Bradford.
   20. Innisfil.
   21. Tossorontio.
12. Ontario, N.—
   26. Brock.
   27. Mara and Rama.
   28. Reach, Scugog and Port Perry
   29. Scott.
   30. Thorah.
   31. Uxbridge.
13. Ontario, S.—
   32. Pickering.
   33. Whitby and E. Whitby.
14. Durham, E.—
   34. Cavan.
   35. Hope.
   36. Manvers.
15. Durham, W.—
   37. Cartwright.
   38. Clarke.
   39. Darlington.

5. The Judges shall keep a detail of marks awarded to each farm visited. They shall award to the best managed farm in each Township Society a bronze medal, where three farms have competed, and instead thereof to the best managed farm in the Electoral Division Society a silver medal, and to the best farm in the whole group a gold medal.

The Judges last year were John I. Hobson and William Donaldson; and John B. Freeman and Francis Green, Jr., their valuable reports will be found also in our report to the Commissioners. The cost was $278.25. Judges for the coming year should be appointed at this session.

Prize Essays.

A great many essays were written during the last year, fortunately some are printed in our report; it is a pity that premiums were not offered this year; it is not, however, too late if thought proper by the Council, and they might take into consideration that there will be little matter for our next year's report according to present plans.

Ontario Veterinary College.

This Association graduated 159 Students in 1889, under the tuition of Principal A. Smith, V.S., and his able staff of Professors.

44th Provincial Exhibition.

This was held in the City of London, from the 9th till the 14th of September. The weather was everything that could be desired; the attendance of farmers was very good, but that from the city itself, which appeared indifferent, or indeed antagonistic, was exceedingly poor.

As a stock exhibition it was very successful, second to none in the Province. We paid out in premiums $12,574.40 out of $14,703.00 offered; our income, exclusive of the Government grant, was only $13,900.00, which with the grant of $4,000.00 made $17,900.00, while our expenses, including rent of ground and

local committee grant, were about $10,000.00, leaving $4,674.00 of a deficiency to be paid from other funds of the Association. This year as you are aware no sum has been asked for to continue the Provincial Exhibition.

Spring Show.

A grant has been asked for to establish a spring or fall show in this city, in connection with the Clydesdale Horse show, and it would appear advisable to make an effort to start this on a large scale in order to commemorate the centennial of the charter of the Province of Ontario, formerly Upper Canada.

World's Fair at Chicago in 1892.

At your last meeting you recommended that Chicago should be the place to hold the above. I believe this is now decided upon, and to whom should the Province of Ontario look to, to collect and make a creditable show of live-stock, etc., if not to the Council of Agriculture, this will be occupation for the future; it need not be necessary to appoint Commissioners but the members of the Council might work up their own localities as was done for the Centennial at Philadelphia.

Office Work.

This has been very much the same as last year; more than 5,000 letters and post-cards have been dispatched in answer to correspondence received, besides the usual number of circulars, prize lists, etc., sent out for the Exhibition.

H. WADE,
Secretary.

The Secretary's report was adopted.

A letter was read from Mr. R. Armstrong *re* prize farms, as follows:—

Hullett, February 27th, 1890.

Dear Sir,—I take the pleasure of writing you a few lines, wishing to know how the Agriculture and Arts Association are getting along. Please send me a report of last year's work. I competed for prize farm in last year's test in Huron; I live in East Huron district. I was the only one that competed I believe, and as I am a young farmer and the only one that competed for the prize, I think you might give me some prize. I would like if you could give me the bronze medal for my farm. It would help me to sell my farm, for I would like to sell, so Mr. Wade give me a lift if it is in your power, for it would increase the value of the farm about $500 if I had a medal to show them, for I believe it will become to be one of the first farms of Huron yet. Your judges told me at London fair that they recommended me for a bronze medal to your association. So if you can see fit to give me an honor for my farm it will be a great help to me to sell at an advance of price. I have a purchaser for it just now, so I would like to hear from you by return mail.

Yours truly,

Robert Armstrong,
Lot 1, Con. 7, Hullett, Huron Co., Ont.,
Constance P. O.

P. S.—I wish you to let me know about the Dominion Associations of hogs and sheep, to be held on March 12th and 14th, and what the fare will be from Seaforth station.—R. A.

On motion of Mr. Dawson, seconded by Mr. Legge, it was decided to grant Mr. Armstrong a bronze medal.

Mr. Wade presented an application for an extended leave of absence during the coming summer, in order to take a trip to the old country.

On motion of Mr. Legge, the matter was referred to the Finance Committee for consideration.

A partial election of officers was then proceeded with, the result being as follows :—

President ..... Mr. Rawlings.
Vice-President ..... Mr. Vance.

Messrs. Vance, Drury, Awrey, Snell and Legge were appointed a committee to strike the Standing Committees.

The President, on taking his seat, thanked the members present for the honor of electing him to this high position. So far as he was concerned, he would rather have given the office to some other gentleman of the Association more suited to fill such a difficult position than he was. However, anything he could do to advance the cause of agriculture, his hearers might rest assured he would do.

Mr. Vance followed and spoke in similar strains.

The question of the salary of the treasurer, Mr. Graham, was next taken up, and in view of fact that hereafter his duties will be light on account of the abolition of Provincial Exhibition for at least some time to come, that gentleman was, on motion of Mr. Morgan, voted $100 per annum.

Subsequently an amendment was adopted, whereby the treasurer is entitled to receive $125 per annum, the extra twenty-five dollars being considered necessary to cover travelling and incidental expenses.

On motion of Mr. Legge, seconded by Mr. Snell, a hearty vote was tendered the retiring President, Mr. Rykert, for the admirable manner in which he presided over and carried out the affairs of the Association during his regime.

The meeting then decided to adjourn and resume business the following morning at 9.30 o'clock.

MARCH 14.

Business was resumed at 10 a.m.

President Rawlings presided, and there were present : Messrs. Ira Morgan, Joshua Legge, P. R. Palmer, Robert Vance, J. C. Snell, Nicholas Awrey, M. P. P., William Dawson, Hon. Chas. Drury, and D. M. McPherson, of Lancaster, who was not able to be in attendance on Thursday evening.

The report of Messrs. Drury, Awrey, Snell and Legge, who were appointed a committee to strike the standing committees, which showed the following nominations, was submitted as follows :—

Executive Committee—Messrs. Rykert, Snell, Simmons, Vance and Legge.

Finance and Printing Committee—Messrs. Awrey, McPherson, Morgan, Rowand and Palmer.

Stock Show Committee—Messrs. Rykert, Snell, Vance, Awrey and Simmons.

Herd Books Committee—Messrs. Drury, Snell, Rowand, Legge and Wade.

Shorthorn Committee—Messrs. Snell, Rowand, Dawson, Vance, Awrey and Drury.

Prize Farms Committee—Messrs. Drury, Snell and Vance.

Central Farmers' Institute Delegate—Mr. Legge.

On motion of Mr. Snell, seconded by Mr. Vance, the report as recommended was adopted.

The following communication was laid on the table by the Secretary, who explained a deputation was waiting outside to interview the council in regard to the matter contained in it.

GUELPH, 11th January, 1890.

W. WEST, ESQ.,
President Guelph Fat Stock Club.

DEAR SIR,—At the meeting of the above club held to-day the following committee was appointed, with you as convener, to wait on the Ontario Agricultural and Arts Association. This was done in view of the fact that the above association are going to hold a fat stock show this year, and it was thought that it would be advisable to try and induce them to come to Guelph, believing that should they do so, and hold their show here for the future, the Government might be pursuaded to build suitable buildings for the purpose of holding such shows. It will be your duty to ascertain when the association meets, and notify the members of your committee when you wish them to meet.

The committee consists of yourself, Prof. Shaw, Thos. Waters, and James Anderson.

J. W. EASTON,
Sec'y-Treas. G. F. S. C.

Mr. Anderson was the first speaker, and briefly outlined the scheme, and asked for the co-operation of the Association as set out in the communication. The speaker regretted the absence of Prof. Shaw, who was unable to be present with himself and Mr. Waters on account of an important business engagement. It was pointed out that good accommodation could be given in Guelph for the purposes under discussion, and if the Association decided to hold their show in the city of Guelph every inducement would be offered them in the way of assistance, etc.

Mr. Waters reiterated briefly what his colleague had stated.

The President made a few complimentary remarks, eulogizing the citizens of Guelph for their hospitality, and the town itself as a good show town, and after some further discussion the president informed the deputation that they would hear through the secretary the result of the consideration of the following resolution, which disposed of the matter in question.

Moved by Mr. Simmons, seconded by Mr. Legge, The question now before the meeting be referred to the committee on stock shows.—Carried.

The deputation then withdrew after expressing their thanks for the careful hearing they had received from the board.

The question of printing the report of the Central Farmers' Institute that is held in Toronto, together with and at the same time as the Agriculture and Arts Association's annual report, in order to make the information contained in the reports of the proceedings of these two institutions more easily accessible than it is at present, was brought forward by Mr. Legge.

This gentleman advocated this step on the ground that a larger amount of valuable information would be distributed among the farmers than they at present are likely to get.

The matter was discussed at considerable length by the president, Mr. Drury, Mr. Awrey, Mr. Simmons, and Mr. Legge, and resulted in being disposed of by the passing of the following resolution.

Moved by Mr. Legge, seconded by Mr. Simmons, That the President of the Farmers' Institute be requested to call a meeting of the Executive Committee to consider the advisability of holding the annual meeting in December, in order that the minutes of the institute may be prepared for insertion in the minutes of the Agriculture and Arts Association.

Mr. J. R. Martin of Cayuga, appeared before the board in order to obtain the members' opinion in regard to the shipping of cattle abroad. He had, during the past summer, visited the old country, and had come to the conclusion it was nothing short of a sin the way in which store cattle were being sent over to the United States. A large quantity of correspondence was laid before the council, the attached letter being a fair sample of the bulk of the information contained in it.

[COPY.]

FEBRUARY 26, 1890.

From W. S. FRENCH,
Redwood, Lorrha, Co. Tipperary, Ireland.

To J. R. MARTIN, Esq.,
Cayuga, Co. Haldimand, Ontario.

DEAR SIR.—Last August, at the Dublin Horse Show, the writer had the pleasure of discussing with you the subject of importing store cattle from Canada to this country. Perhaps you may be able to give me information on the following points: (1) At what rate per cwt. (112 lbs.) live weight, could (either 1 or 2 year old heifers or bullocks) cattle be shipped at your ports? (2) What would be about the average weight of each beast? (3) What would be the cost per head to Dublin or Limerick for freight, supposing a cargo of 100 to 200 head? (4) What would be the breed, Shorthorn, Polled, or Hereford crosses? (5) How would they have been fed, whether outliers or fed in yards or houses, and whether on hay, or corn, or cake? (6) Where could they be seen in case we sent over a representative from this country.

Yours truly,

W. S. FRENCH.

Post Script.—(7) What, in a general way, is the most favorable time for buying, spring or autumn? (8) What is the earliest time in spring that they can be shipped? (9) What is the cost of insurance to Dublin?

Mr. Simmons was of the opinion that the Association should discourage sending "stores" out of Canada. It was detrimental to the true interests of the country to encourage any such new branch of agricultural trade. It was not right for the Canadian farmers to have their store cattle fed in another country. It would be directly the duty of the board not to sanction anything of this sort.

Mr Martin--There were at least 60,000 head of cattle went into the States in 1889.

Mr. McPherson strongly objected to the export of our lean cattle.

Mr. Simmons in a forcible speech condemned the shipping of cattle in a lean condition to any country. He had always been opposed to it, on the ground that it was ruinous to the true agricultural interests of the country and the duty of the association was undeniably to condemn anything of the sort.

The President followed in a similar strain.

The matter after some further discussion of an unimportant nature was dropped and Mr. Martin retired.

On motion of Mr. Awrey, seconded by Mr. Dawson, the prize farm judges, consisting of Messrs. Green, Freeman, Hobson and Donaldson, were reappointed.

The matter of Mr. Graham's salary referred to above was dealt with in the manner described.

The question of Mr. Wade's application for leave of absence was considered, and resulted in the following resolution:

Mr. Snell moved, seconded by Mr. Morgan, That the leave of absence asked for by the Secretary of this Association to visit England, the same be granted, and that this Association grant $200 to assist him while there for the purpose of visiting the agricultural and other associations, to collect reports and information that may be of advantage to the interests of this Association and agriculture and breeders associations of the Province of Ontario.

Mr. Wade thanked the members of the board in a few suitable terms for their kindness in granting him the request asked for.

On the suggestion of the president Messrs. Snell, Awrey and Drury were appointed a committee to meet with the Guelph people in regard to looking into the matter of accommodation for the holding a fat stock show there, and to report at the association's next meeting.

Moved by D. M. Macpherson, seconded by Mr. Dawson, That the money offered by this association to encourage plowing matches in the province, be divided into four parts of one hundred and fifty dollars each, and the sections comprising each division be as follows:—No. 1 division comprise one, two and three of the Agricultural and Arts Association divisions; No. 2 division comprise number four, five and six; No. 3 division comprise number seven, eight and nine; No. 4 division comprise number ten, twelve and thirteen; that the directors of each division be an executive committee in their respective divisions to superintend the expenditure of the grant for plowing match purposes.

Moved by Mr. Legge, seconded by Mr. Dawson, that the special committee composed of Hon. Mr. Drury, Awrey and President be instructed to arrange for a meeting to confer with the executive committee of the Short Horn Breeders' Association committee as to the proportion of the secretary's salary each association should pay, and report at the next meeting of this Board.

The motion was carried.

On the suggestion of Mr. Drury, a motion was passed instructing the secretary to correspond with the several State agricultural boards of the United States, for the purpose of obtaining informatien regarding the working of these associations which may be of importance to the association.

The meeting then adjourned.

MINUTES OF MEETING OF AGRICULTURE AND ARTS ASSOCIATION HELD IN AGRICULTURAL HALL.

TORONTO, September 16th, 1890.—11 a. m.

The following members were present:—Messrs. Rykert, Sissons, Vance, Simmons, Snell, Palmer, Legge, Dawson, Morgan and McPherson.

Mr. Vance in the absence of the President took the chair.

The minutes of last meeting were read and confirmed.

The following letter was then laid on the table:—

TORONTO, April 11th, 1890.

DEAR SIR,—I have the honor to state that I have deemed it my duty to resign my position as representative of Agricultural Division No. 13, on the council of the Agriculture and Arts Association of Ontario, and to intimate that Mr. Jonathan Sissons, of Crown Hill, is appointed to fill the unexpired portion of the term for which I was elected in January last.

Some time since I notified the different Agricultural Societies of the division of my desire to retire, and stated that if four of the societies would agree upon a representative I would appoint him to the vacancy. Four of the societies notified me that they desired the appointment of Mr. Sissons, and I have therefore carried out their wish in the matter.

Yours very truly,
CHARLES DRURY,
Minister of Agriculture.

Henry Wade, Esq.,
Secretary Agriculture and Arts Association.

Mr. Snell reported that he had written to Mr. Anderson *re* Fat Stock Show at Guelph, but was unable to make any arrangements as Mr. Anderson was away from home.

Messrs Hobson's and Donaldson's report on prize was then read as follows:—

To the Council of the Agriculture and Arts Association of Ontario:

GENTLEMEN,—Having been appointed judges in the prize farm competition in Group No. 4, and having very carefully inspected the different farms entered, we would recommend that the following prizes be awarded:—

York, North, Township of Whitechurch, Chas. J. Brodie, south half lot 13, con. 5, Bethesda Post Office ..... Gold Medal.
Simcoe, East, Township of Tay, John A. Swann, lot 1, con. 7. Penetanguishene Post Office ..... Silver Medal.

Simcoe, East, Township of Tiny, lots 88 and 89, con. 1, Chas. Rankin, Penetanguishene Post Office.....Bronze Medal.
Simcoe, South, Township of Gwillimbury, west, W. S. Fraser, south half lot 13, con. 5, Bradford Post Office.....Silver Medal.
Simcoe, West, Township of Vespra, Henry Parkhouse, lot 12, con. 1, Crown Hill Post Office.....Silver Medal.
Durham, West, Township of Darlington, Thos. Pascoe, lot 27, con. 5, Solina Post Office.....Silver Medal.
Ontario, North, Township of Mara, Richard Gaughan, north half lot 10, con. 9, Brichin Post Office.....Silver Medal.

JOHN I. HOBSON, WM. DONALDSON. } Judges.

Mr. Morgan moved, seconded by Mr. Rykert, that this council regrets to hear of the resignation of the Hon. Charles Drury as Minister of Agriculture, of Ontario, and also his resignation as a member of this board, he being for many years an active and useful member of this association, and taking always an active part in promoting the agricultural interests of this province. Carried.

Mr. Morgan moved, seconded by Mr. Dawson, that this association take the present opportunity to congratulate the Hon. John Dryden to his recent appointment to the position of Minister of Agriculture, for the Province of Ontario, as they consider it a fitting tribute and acknowledgment for the great interest he has always taken in promoting the agricultural interests of this province. Carried.

The meeting then adjourned till 8 o'clock in the evening.

Evening Session.

The same members present, with the addition of the President, Mr. Rawlings, in the chair. Mr. Awrey and Hon. John Dryden taking his seat for the first time.

A general debate took place as to the management and places for holding the plowing matches

The different committees were appointed for management of same, and were requested to report results to the Council.

Moved by Mr. Legge, seconded by Mr. Snell, that whereas we, the members of this Board, have observed with satisfaction the comprehensive nature of the work in the grain and other field experiments which are now being conducted at the Ontario Agricultural College.

We also take pleasure in expressing our satisfaction with the careful manner in which these experiments are at present being conducted, and we are convinced that they cannot but prove of much service to the country. We are satisfied, however, that if these experiments on grain were confirmed by sowing them on exactly the same lines in other parts of the country their value would be very much increased to the farmers of this Province.

Be it resolved, therefore, that the President, Messrs. Morgan, Rykert, Snell and the mover be appointed a committee to wait upon the Minister of Agriculture at any early date to press upon his attention the necessity which exists for the adoption of some such scheme as that indicated in this resolution.

Moved by Mr. Dawson, seconded by Mr. Vance, that a Fat Stock Show be held this fall under the auspices of the Agricul ture and Arts Association.—Carried.

Moved by Mr. Awrey, seconded by Mr. Dawson, that in view of the want of proper accommodation for the holding of a Fat Stock Show in the city of Toronto. Be it therefore resolved that a committee be appointed to confer with the Fat Stock Club of Guelph to see if satisfactory arrangements can be made to hold a show under the management of the two Associations, and that in case such arrangemants are made they be authorised to expend the sum of $300, and that said committee consist of Messrs. Snell, Simmons, Awrey and the Secretary. —Carried.

Moved by Mr. Awrey, seconded by Mr. Vance, that a committee be appointed to confer with the council of the city of Toronto as to proper accommodation being furnished by the corporation for the holding of a spring show of horses and cattle under the auspices of the Agriculture and Arts Association, and that in case satisfactory accommodation cannot be secured in Toronto that said committee be empowered to see if such accommodation can be secured from the corporation of either Hamilton or London.—Carried.

Moved by Mr. Simmons, seconded by Mr. Legge, that Mr. Sissons take the place of Mr. Drury on committees.—Carried.

The meeting then adjourned.

Report of the Judges on Prize Farms for 1890.

To the Council of the Agriculture and Arts Association of Ontario:

Gentlemen,—After long and continued wet weather your judges appointed to inspect the farms entered for competition in Group No. 4 were fortunate in having a clear bright morning to begin our work.

The electoral divisions embraced in the competition are—Peel, Cardwell, East York, North York, West York, East Simcoe, South Simcoe, West Simcoe, Algoma county only, Muskoka, Parry Sound, North Ontario, South Ontario, East Durham and West Durham.

The follwing is the list of entries :—

Name.	P. O. Address.	Acres	Description.	Township.	E. Div.
John A. Swann	Penetanguishene.	117	lot 1, con. 7	Tay	Simcoe, E.
Charles Rankin	do	250	lot 88-9, con. 1	Tiny	do
R. A. Campbell & Bros	do	150	" 14, " 12	do	do
M. Cheverette	do	100	" s½ 13, " 17	do	do
Louis Cheverette	do	50	" 21, " 16	do	do
J. Machildon	do	100		do	do
W. F. Fraser	Bradford	100	" s½ 13, " 5	Gwillimbury	Simcoe, S.
Kenneth Cameron	Barrie	100	" e½ 17, " 7	Vespra	Simcoe, W.
Peter Knapp	Minesing	100	" e½ 5, " 10	do	do
Henry Parkhouse	Crown Hill	150	" 12, " 1	do	do
George McDonald	Barrie	110	" w½ 17, " 5	do	Barrie.
Chas. J. Brodie	Bethesda	100	" s½ 13, " 5	Whitechurch	York, N.
T. Baker	Solina	100	" 28, " 5	Darlington	Durham, W.
Samuel Allan	Bowmanville	155	" 1 & 2, " 2	do	do
Thomas Pascoe	Solina	100	" 27, " 5	do	do
Robert Stone	Evansvale	100	" s½ 12, " 10	Mara	Ontario, N.
Charles Sperin	Brichin	100	" s½ 11, " 9	do	do
Richard Gaughan	do	100	" n½ 10, " 9	do	do

On the morning of the 16th of June we left our respective homes by the early morning trains meeting in Toronto. At noon we left for Barrie. On reaching that town our first business was to put ourselves in communication with the livery stable man, for the purpose of arranging to be driven to the four farms to be inspected in the West Riding of Simcoe.

Leaving the matter in his hands we were first driven to the farm of George McDonald. On the way we had ample evidence of the loss resulting from the tremendous storm of the week previous. Sewers destroyed, large culverts completely washed out, embankments undermined, and great trenches made in the road, resulting in a loss to Barrie and the immediate neighborhood of, we were told from thirty to forty thousand dollars.

Mr. George McDonald's Farm, Township of Vespra.

On entering the above named farm we had on our left the nicely constructed two story brick house with verandah on three sides, the latter taking away that appearance of plainness sometimes noticeable in this class of house. In the front is a fairly good lawn with some ornamental trees shading it from the road. On the right of the private roadway is rather a pretty dell, which with the adjoining land to the extent of two or three acres has on it a good deal of fine timber adding much to the appearance of this part of the farm. Passing on and continuing along the private road we pass through the farm yard—this road leads up to within one field of the rear line of the farm and at this point turns off at a right angle giving access to the wood lot. This lot comprises 15 acres of good hard wood bush, leaving 95 acres under cultivation. The whole farm slopes gently to the south-west. The soil is a clay loam with a clay subsoil. The fences are mainly good substantial pine rail, the front being fenced with post and board. Along the road and side-line fences are fine rows of second growth timber, comprising cherry, maple and elm.

The principal crops grown are fall wheat, barley and oats. Land fairly clean, and crops medium. In stock Mr. McDonald is pretty well up—number kept rather few for the size of the farm, but the quality is good, in the herd of cattle are some pretty fair pedigreed shorthorns and a few steers to be fattened for next season's export.

Breeding roadster horses is somewhat of a specialty, those on hand indicate that Mr. McDonald understands this line of work—a two year old colt from Forrest Mambrino is exceptionally good and gives promise of developing into a fine showy horse.

Barn and homestead not quite up to the mark.

Having finished our inspection of this farm the next stage took us to farm of

Mr. Kenneth Cameron, Township of Vespra.

This farm comprises 100 acres and is situated three and one-half miles west of Barrie. On the way we drove for some part of the distance on a nicely shaded road, with the maple and the graceful elm forming an archway with their branches in many places meeting overhead. Again we saw evidence of the destruction caused by the waters of the recent flood—a bridge destroyed and a large piece of embankment carried away with the debris.

Reaching Mr. Cameron's we found him a good representative of the strong, hardy and intelligent men, who came many years ago from the mountainous districts of Scotland and who have played such an important part in making Ontario what it now is, the banner Province of the Dominion.

Although only 100 acres was entered for competition Mr. Cameron farms 300 acres, and judging from what we saw farms it well. The land appears to be of the same character, but slightly heavier than that owned by Mr. McDonald—the subsoil is also more retentive which accounted for the fall wheat being somewhat winter killed and patchy. In the matter of private roads and field arrangement good judgment has been displayed. Tillage pretty fair, and it is to be borne in mind in this connection that it is more difficult to keep a 300 acre farm clean and in show shape than a smaller one.

In regard to the system of cropping not much can be said, for the reason that the farm entered forms part of a larger one, and if the average of the crops were given it would not show proper proportions for a 100 acre farm.

In all sorts of stock as regards quality Mr. Cameron stands very high—the shorthorns show careful breeding and considerable individual merit. Sheep good and horses away up above those to be seen on farms usually classed as the homes of first-class horses. It is true that some of the horses we did not see as they were on the other farms, but those which were seen including a pair of magnificent brood mares would be no way out of place in a Toronto show ring, and showed plainly the class of animals bred. Mr. Cameron is an extensive and very successful exhibitor of the different classes of farm stock.

The weak point we would think in the farm management is in the small quantity of stock kept for the size of the farm. We would here say that that appears to be a noticeable feature on nearly all the farms visited in that part of the County of Simcoe in which our work lay as well as on those seen in the northern part of the County of Ontario.

It is a fact on which there is no room for discussion, that it is only a question of time when many of the strong lands in this and other parts of Ontario will be in a large measure unproductive unless some other system is followed—a system whereby in some way there will be returned to the land those elements of plant food essential to the profitable growing of farm crops.

However with this one exception in which with many others we think he is weak, it may safely be said that Mr. Cameron is a good farmer, a successful man, and a worthy representative of Ontario's most important industry.

Having taken our leave of Mr. Cameron we returned to Barrie for the night. The next morning we were on the road again at 6 o'clock, this time driving towards Crown Hill, the home of the Hon. Mr. Drury, late Minister of Agriculture. Our first stopping place was to be at the farm of Mr. Parkhouse, directly opposite. At starting all the conditions were favourable towards the work we had on hand being made enjoyable, weather fine, the road a pleasant one to travel on, a good team and an intelligent driver who knew all about that part of the country. Although there are not many parts of Ontario from the St. Clair river to the Province line of Quebec but what we have seen, yet seldom if ever have we travelled on a road presenting more beautiful views than were to be seen as we drove out of Barrie on this fine June morning. On the right we skirt Kempenfeldt Bay, one of the loveliest sheets of water of all the fine ones that our fair Province is so justly noted for.

As we look across the bay with the morning sun shimmering on its waters we see the little village of Allandale looking at its best. On the road which we are driving on are the homes of Barrie's richest and most prosperous citizens comprising many fine residences and tasteful surroundings.

As we leave the town and strike out into the country we find that we are into a much finer farming section than that traversed the day before. The farms with the generally well constructed homesteads give ample evidence of the prosperity of the owners. The road smooth and well made.

Mr. Henry Parkhouse's Farm, Township of Vespra.

Silver Medal.

As we came in sight of this farm we did not require to be told that this was the farm we had come to see. The snug looking and pretty dwelling house, the nicely constructed and extensive homestead, the well built and straight fences, the clean and finely tilled fields, and that general air of tidiness all marked it out as either a show farm or one that might well be entered as such.

On driving up to the house we found every one stirring round briskly and busy with their own particular work; cows being milked, teams going out to work on the summer fallow, calves being fed and Mr. Parkhouse superintending all.

This farm is known as Fairfield; it comprises 150 acres, of which 110 acres are cleared and 93 free from stumps, the balance of the cleared land is kept in permanent pasture until such time as the stumping machine has done its work. The soil is a strong clay loam, inclined to be stiffish, and judging from the stump fences must at one time been covered heavily with pine timber

The system of rotation which has been found suitable for the soil is to break up sod in the fall to be sown with peas the following spring, this is followed with fall wheat, then one or two crops of oats—after that summer fallow on which is sown fall wheat, seeded down—timothy being sown in the fall and clover in the spring—generally cut two crops of hay and pasture one year before breaking up. Although the above course is generally followed a change has sometimes to be made though not always getting a good catch of grass. The mode of working the summer fallow is to plough deeply in the fall, after seeding the following spring plough again, harrow and cultivate, and after lying a week or two put on manure and plough in before haying—plough twice after this and harrow and cultivate thoroughly, the ploughing the last time is done in fifteen and one-half feet lands, the wheat being drilled in across the lands about the first week in September.

Not much is done in growing roots, about one and a half or two acres being the average quantity raised, for these the manure is put on in the fall.

Mr. Parkhouse is a strong believer in the importance of putting plenty of work on the land, besides working the summer fallow thoroughly, a good deal of work is put on the stubble lands in the fall—whenever a field shows any sign of becoming dirty it is ploughed up as soon as possible after harvest and worked well with cultivator and harrows preparatory to being ploughed up later in the season.

The method of preparing the land in the spring is to plough with either the single or gang plough all which has any thistles or weeds in it, the clean land is cultivated and harrowed before drilling, and if dry enough the roller is used

after being sown. While we have spoken of the plan followed for keeping down thistles and weeds it will be readily understood from what we have said about the system of tillage that this is a very clean farm, the aim being more to keep the fields from becoming foul, rather than in letting them become dirty and then going to work to clean them.

About 200 rods of underdrains have been put in and considerably more is yet to be done.

For the work of the farm two teams are kept, in addition to these is a brood mare.

From fourteen to eighteen cattle comprise the average herd; four calves are raised annually and from five to seven cows are milked. Three or four are fattened. Ten or twelve sheep are kept and a few pigs.

Considering the size of the farm and the nature of the soil we think that this is rather a weak point in the management; it is true that Mr. Parkhouse has succeeded in growing good crops and we are quite sure that he has been a very successful farmer, and carries on his work in a most intelligent manner, but we also feel pretty sure that it is owing largely to the thorough working of his land that he has not already found it weakening from the want of not keeping more stock, and we think it is only a question of time when he will find it necessary to return to the soil in some shape more nearly an equivalent of what is taken off.

The field arrangement is exceptionally good. A private road runs from front to rear of the farm, this road is straight, well fenced on either side and is kept neat and trim. A row of fields on either side open on to this road; the fields with the exception of two are of a uniform size of ten acres, of the two, one between the public road and the dwelling house is six acres, and the other from which the buildings, yards, garden, etc., are taken in seven acres.

The fencing is very good of its kind. On the public road is a picket fence—the two line fences on either side are stake and rail, the dividing fences and those on either side of private road are wire, straight rail and stump, and as already said all very good of the sort—of wire there are 140 rods, and picket 105 rods.

The dwelling house is built of brick and looks well from whatever point it is viewed—it is 24 x 36 with kitchen 20 by 22. There is also a summer kitchen and woodshed and workshop, the latter being 20 by 44.

The outbuildings form four sides of a square, with the yard in the centre. On the north side is a barn 40 by 60, attached to this on the east end is a driving shed 22 x 40, on the west end a cow stable 22 x 44, with stalls for 20 cattle. On the west side of the yard is a barn 36 x 60 with sheep house 14 x 36, on the south end. On the south side is hen house. Stable with loose boxes for colts or cattle and closing up the balance of this side is an open shed 20 x 44. On the east side is a horse stable 20 x 36 with stalls for 8 horses, next to this is an open shed 40 x 36 with hay loft above, at the end of this building and between it and a pig pen 16 x 20 is the main entrance to the yard.

This is an exceptionally well cultivated farm, and great intelligence as well as a thorough knowledge of the best way of carrying out every detail is observable on every hand. Men like Mr. Parkhouse do much good in any neighbourhood. We believe that there is no power more forcible than example can be brought to bear on the careless and indifferent, and men like him are perhaps exercising more influence in bringing about a higher system of cultivation than they themselves are aware of.

A long drive was now before us, our destination being the village of Minesing. On account of the many wash-outs it was necessary to make a good deal of inquiry as to the best and safest way of getting there. Passing through Crown Hill we drove by the way of the little hamlet of Midhurst. Crossing the dam which supplies the power required for producing the electric light at Barrie and climbing a somewhat steep hill we suddenly struck on to a worthless sandy plain —so poor as to be utterly worthless for farming purposes. It had originally been covered with pine but is now all cleared, with the exception of the refuse of the timber left lying around, and in some places small patches of scrubby, second growth pine. This land, covering a large area, is not considered worth fencing, and is left lying in common. Crossing this sandy plain for two or three miles we come to where the land begins to fall to what is known as the Minesing flats. Just at the point where the level land terminates the soil changes to a strong clay. Crossing the flats close to Minesing station we again work up a very long and steep hill until we reach the high land forming the water-shed between Willow creek on the one hand and Nottawasaga river on the other. As we drive along this road a fine view is to be had of the country beyond the last named stream— farm after farm until the eye rests on the rising ground in the adjoining Township of Flos.

Mr. Peter Knapps, Township of Vespra.

Three miles from the R. R. Station of the same name is the village of Minesing, adjoining which is the above named farm. This farm comprises 100 acres; it was bought by the present owner six years ago for $8,000. The price appears to be high but when we consider the exceptional producing power of the land it is not by any means a dear farm. The situation is good, being close to churches, school and blacksmith shop. The natural advantages are strong productive clay soil, which mellows down and works easily when exposed to moisture. The subsoil is clay, but not retentive, the water passing away readily and it slopes just enough to the north and west to give good natural drainage. A look at the growing crops was enough to show us that they did not suffer from want of natural or artificial drainage. The fall wheat, 27 acres, was level, even and strong; a 12 acre field of peas and oats mixed would give a very large return. Besides the fall wheat there is usually a few acres of spring wheat grown, this year about three acres. The impression left on our minds was that, making due allowance for the rich, strong land, yet if Mr. Knapp continued the same system of heavy cropping it would not take many years before it would require less barn room to hold the produce of the farm.

We are sorry that we cannot give a more full report of this farm, the reason for not doing so is that we were very much hurried at the time we were there, being anxious to get back to the station to catch the train for Penetanguishene; if we had not done so a whole day would have been lost. Mr. Knapp was written to, asking for full particulars regarding his system of cropping, stock kept, mode of tillage, etc., but up to the time of writing no answer has been received.

Getting back to the station we took the train for Penetang. At this place there was a great deal of work laid out for us. Six farms to be seen in the townships of Tiny and Tay, and so situated as to require a great deal of driving. Five of these farms were in the township of Tiny. To make matters worse there had been a greater run than usual on the livery stables and we soon found out that we either had to loaf round the remainder of the day or else allow ourselves to be imposed upon: we chose the latter course.

We would say that we consider it wrong to expect judges to inspect as many as five farms in one township. It would surely be better for the directors of the local agricultural association to select the three best. That could, in most cases, be done without even putting them to the trouble of a personal inspection. Not only does it entail a great deal of unnecessary work on the judges but it adds very materially to the cost.

From Penetanguishene we started with a pair of used up old horses and a lumbering looking rig with a seating capacity for nine. This "machine" we were told was constructed specially for the purpose of bringing to church on Sundays the governor of the Reformatory and his family. One of your judges looked back as we were leaving the hotel and had the satisfaction of knowing that although the conditions were not by any means favorable in the way of having an enjoyable drive, yet the mode of our departure was causing a good deal of amusement to those who were taking in the start.

For six miles after leaving the town we saw nothing but poor and very stony land, with an occasional stretch of worthless sand. It is no exaggeration to say that in that distance we did not pass 100 acres of good tillable land. However, when we came to where the land did change for the better we all at once got amongst good farms.

Mr. Moses Chiverette's Farm, Township of Tiny.

Looking over Mr. Chiverette's farm we found there was nothing to be said about it which would be of any value to the readers of this report. The next farm to be seen was that of Mr. Louis Chiverette; this we found to be only half the acreage called for, so not being eligible for competition we did not waste time looking over it. Again taking the road we drove through what is known as the French settlement and after about an hour's driving reached the farm owned by

Mr. C. Machildon, Township of Tiny.

This we found to be a first-rate 100 acre farm, strong clay loam, and no doubt fairly well farmed, according to the system followed in the neighbourhood. A system, however, which your judges found to be in no way in accordance with their ideas of high-class farming. The next farm to be seen was lot 14, con. 12 in the same township.

Mr. Campbell's Farm, Township of Tiny.

This farm is situated four miles west of Penetanguishene and contains 150 acres. The soil is clay loam with a fairly good subsoil. It is all cleared of timber, but like many others in this part of the township, has upon some parts of it a good deal of stone; but taken as a whole, may be classed as a fairly good farm. The water supply is from wells and soft water cistern. Buildings are large and roomy and well adapted for the requirements of the farm. Included in the homestead are two bank barns, one being 100 feet by 40 and the other 60 by 30; these giving ample accommodation for all the stock kept on the farm. The dwelling house is brick, a story and a half—a useful looking farm house.

The average number of cattle kept is about 40. The line of farming followed by Mr. Campbell may be classed as mixed husbandry, including grain growing, dairying and raising of vegetables and small fruits for the market. In future market gardening is going to be gone largely into. This gentleman's sons are engaged extensively in that business in Midland and this farm is going to be run in connection with it.

The farm may be said to be in a transition stage from ordinary farming to the line already spoken of and for that reason not in the best shape for competing.

Leaving Mr. Campbell's, thoroughly tired and feeling that we had put in a solid day's work, we started on our way back to Penetang for the night, and pleased we were when we alighted from our lumbering old rig at the hotel door.

The next morning our road lay by the way of Tindall's lake, then forward to Wyebridge. On the outskirts on the high ground overlooking the last named village we passed a "wee log Presbyterian church," which has outlived its uses. Its people have gone down into the valley and raised another church in which they worship. It was pleasing to us to see the old building left standing as a momento of the early days of the settlement, when our fathers were more primitive in their habits than are their sons of to-day. Even the village boys respect the old building, for not a pane of glass was broken in its windows.

Springfield Farm, Township of Tiny.

Bronze Medal.

Shortly after leaving Wyebridge we came to the above named farm, owned by Mr. Charles Rankin. It contains 250 acres, is divided by the Penetang and Barrie road, the dwelling house being on one side of the public road and the barns on the other. The house is a very pretty two story brick building, tastefully furnished. The grounds adjoining are nicely laid out, well kept, and have in them carefully selected evergreens and other ornamental trees. On the south side of the house and grounds is the private road, and on the opposite side is a well stocked orchard of thrifty looking trees. Gardens, orchard and grounds are surrounded by neat and nicely painted fences, giving to the whole a pleasing and cheerful look. The barns and other outbuildinge, as already said, are on the opposite side of the public highway; these buildings are partly bank and have been at one time painted. They look well at a distance and that is all that can be said favourably about them. At one time, when new, no doubt they were a fairly good lot of buildings; now they are much out of repair.

The management of the manure, like that on every farm we have visited in this riding, is, to put it mildly, *bad*: the weak point being in allowing it to lay scattered around to be leached with the rains until it is almost worthless. We would like to emphasize what we have often said before in regard to the carelessness of many farmers on this line. Judging from observation in all parts of this province we do not think we put it too strongly when we say that if all the farmers of Ontario were to be as careful in saving what manure is made and in increasing the quantity and improving the quality as many of our high-class farmers now are, that it would more than pay the interest on all the mortgage debts of the farms in Ontario. It is quite incomprehensible why many an otherwise fairly good farmer will be so careless in this respect.

Of the 250 acres owned 75 is hardwood bush. Soil and subsoil clay, with an occasional mixture of black loam.

The fences on the public road are post and board, inside fences partly straight board, balance rail. It may be set down as a fairly well fenced farm.

The growing crop gave indication that the land is strong and the field culture good. Some pretty good short-horns were to be seen grazing in the pastures, besides a small herd of pure breds twenty or thirty grades are usually kept. From thirty to forty sheep is the average flock. Nothing done regularly in the way of fattening either sheep or cattle.

Balancing up the strong and weak points of the different competitors in the Township of Tiny we consider Mr. Rankin entitled to the Township Prize.

Mr. John A. Swann's Farm, Township of Tay.

Silver Medal.

Leaving Mr. Rankin's and going by the way of Waverley and Vasey, and after having done five hours driving, we were very glad when our driver proclaimed the welcome news that we were within sight of the farm. However, although tired with our long drive, we had the satisfaction of knowing, after taking a glance around, that we had struck a farm owned by a real live and progressive farmer, and the more we looked over it the more satisfied we were with all we saw.

Mr. Swann, as regards the position he takes, is, strictly speaking, a self-made man. Nineteen years ago he came to the farm he now occupies, with little else to start with but good health, industrious habits, indomitable pluck and that intense desire to excel, which characterizes the highest and best type of the Ontario farmer.

Mr. Swann is now the owner of 300 acres, not only that, but he lives in a comfortable house, built at a cost of $3.000., and with not a cent of mortgage on any of his land.

The situation of the farm may be described as being on the town-line between the Township of Tay and Medonte—17 miles from the town of Midland. The part entered comprises 117 acres, 21 of which is hardwood bush. The soil is sandy loam with clay subsoil. The arrangement of fields and private road is very good. The water supply is from wells at the barn yard; access to it is had by the private road—gates opening out of all the fields. An exceptionally well kept vegetable garden, in which was to be seen all the ordinary vegetables well forward for the season, was a noticeable feature in this well managed establishment. This, with its neat fences and trim surroundings, gives an air of thrift and order and is further evidence that Mr. Swann is not only a good farmer in the ordinary sense in which that term is used, but a man of first-rate executive ability, capable of keeping abreast of his work in every line, as well as showing a desire to make life enjoyable for those dependent upon him. We speak in this way for on many a farm we have visited we have seen the best efforts of the farmer so directed towards making money and his mind so concentrated on that one line that no thought was given to anything else.

Attached to the house is the roomy woodshed with the season's supply of wood neatly piled away, the soft water cistern and every little convenience which in the aggregate have so much to do in reducing to a minimum the work required to be done in the house.

The homestead is fairly good, but not up to the standard of the best class of farm buildings. However, there is this to be said about it, everything was in good order and well attended to, not the slightest sign of slovenliness anywhere; and when we are dealing with a question of farm management and not long purses we must not overlook the fact that, all things considered, Mr. Swann has been wonderfully successful and that it might be a little too much to expect that, with all his other achievements during the last nineteen years, that he ought to have been able to pull down his barns and build new ones.

In a general way the system of cropping may be described as follows:—One-third of the cleared land in grain and hoed crops, one-third in meadow for hay,

and the balance pasture. The grain crops comprise fall wheat (of which not much has been grown of late years) spring wheat, barley, oats and peas, usually take three grain crops and mow twice. Considerable is done in growing turnips. Manure is applied on the turnip and wheat land. The tillage appears to be very thorough.

As there was a great deal of pine on this land it has required much labour to stump and clear the fields. At the time of our visit one field had all the stumps lying on the surface, cleaned and ready to be used for fences.

Upwards of 30 cattle are kept, 10 of these are milch cows, the milk being used at home for making butter. The calves are mainly raised on skim milk. All surplus stock is fattened and sold at such times as Mr. Swann thinks the greatest profit can be realized. In this connection it must be borne in mind that the farmers in this part of Ontario are placed at a disadvantage relatively with those in localities where winter fattening is carried on extensively. It will invariably be found that where the farmers of any given section go largely into any line of stock keeping, whether it be raising heavy horses, thorough-bred cattle, or fattening of stock, there will be found the buyers in the greatest numbers and the highest prices paid.

At the time of our visit the flock of sheep consisted of 47 sheep and 41 lambs, these are a cross between Cotswold and Leicester. Last year $273 was received for sheep and wool sold. A good deal is also done in raising and fattening pigs.

In conclusion, we would sum up by saying that the farm was comparatively free from thistles and weeds, the crops good, the fences strong and well built, the buildings, with their surroundings, trim and tidy, the water supply so arranged as to be convenient both for buildings and fields, the stock management profitable, and when we consider that all Mr. Swann now has is the fruit of his own labour, skill and energy, with the blessing of Providence, we feel that he well deserves the silver medal for the best managed farm entered for competition in the East Riding of Simcoe.

Our work of inspection being over, and having been hospitably entertained, a glance at our watches and a look at the time-table made it clear that if we were going to catch the train for Orillia no time must be lost, so we were quickly on the road—and a rough one it was—making the best time we could for Victoria Harbour. Reaching Orillia early in the afternoon, and after making enquiries in regard to the location of the three farms to be visited in the township of Mara, we found that nothing would be gained by starting work before the next morning. This did not in any way trouble us as we thought we had well earned a few hours' rest, if rest it could be called, discussing what we had done, and in getting up with arrears of work in the way of writing up notes, which is not an easy matter to keep well forward with when the time from early morning until late at night is spent on the road and looking over farms.

Mr. Robert Stone's Farm, Township of Mara.

Next morning we left for the above named farm, situated 12 miles east of Orillia. Leaving the town we drove for about three miles having Lake Simcoe with its pretty islands on our right, and with an occasional glimpse of Lake Couchiching on our left. At Atherly we crossed the Narrows on the swing bridge. At this point the two lakes connect by means of a channel dredged sufficiently deep for the passage of vessels. From Atherly we drove by the way of Uptergrove, over wretched roads, and were in no way sorry when we reached our destination for the time being.

Mr. Stone exhibits at a great disadvantage this season on account of a large part of his land lying very low. Owing to the excessive rainfall the fields were covered with water at a time when the crops would have been sown in a more favourable season. As a consequence the crops were quite backward and very much injured by excessive moisture.

We found the arrangement of fields convenient, fences strong and substantial, fairly good frame house, and an exceptionally fine bank barn with the stables well fitted up.

The strong point on this farm is the stock management, Mr. Stone having displayed considerable enterprise in introducing first-class cattle into the neighborhood. The herd of Shorthorns comprises eight good well-bred animals, including an exceptionally fine heifer calf. Besides what is done in breeding Shorthorns, from ten to fifteen cattle are stall fed in the winter. This spring six were sold for exportation which realized $515. As might be expected on a farm where stock-raising is made a specialty, the system of farming differs from that carried on by those living around who do little in that line. Here we found turnip-growing a leading feature, from eight to ten acres of roots being grown annually. Another strong point in Mr. Stone's management as compared with that on most of the farms visited this season, is the care exercised in the making and preservation of manure. It is mainly kept under cover in a large manure house, and from there drawn directly to the fields. As all straw grown on the farm is passed through the stables either as feed or litter, the quality is good. Now we do not wish it to be understood that we advise the use of manure houses; on the contrary we are rather in favor of manure being kept ohtside *that is when properly managed*, but unfortunately by many of our farmers it means untold waste.

In conclusion, we would say that while Mr. Stone is strong in some departments—and those important ones—of farm management, yet there is that roughness about the farm and weakness in tillage, and, we may add, that lack of neatness all around, from the surroundings of the homestead to the rear line of the farm, as to preclude him from coming in as a prize winner.

Mr. Charles Speirin's Farm, Township of Mara.

From Mr. Stone's we drove to Mr, Charles Speirin's. The owner of this property is a busy man, for, although only 100 acres was entered for competition, yet, in addition to this, there is 300 acres more farmed along with it, and besides farming Mr. Speirin runs a saw mill.

The soil is a strong clay loam ; the land appears to be fairly well tilled ; the buildings comprise a first-class dwelling-house and large and useful looking barns and outbuildings ; the fences pretty good ; cattle, judging by those we saw, a fair average.

Mr. Speirin, we have no doubt, is a pushing, energetic man, and belongs to that class who generally exercise an influence in any neighborhood ; but carrying on such an extensive business has prevented him from concentrating his efforts sufficiently on the farm entered as to put it into the shape necessary to entitle him to a prize.

Richard Gaughan's Farm, Township of Mara.

Silver Medal.

A seven mile drive from the last farm should have landed us at Mr. Gaughan's but, owing to our taking a wrong turn, twelve miles had to be driven before we pulled up at the last place where our work of farm inspection had to be done

in this county. One of your farm judges, who is possessed with a sort of chronic uneasiness at all times when driving on strange roads for fear that the driver is not well up in the bearings, and who during the time we had been out, would, if the driver had taken his advice, led us twenty times in the wrong direction, seemed very much pleased when he found at last that a mistake had been made, and when there was no denying the fact that for once it would have been to our advantage if his advice had been taken. The farm entered comprises 100 acres situated two miles north of the village of Brechin. Besides this farm Mr. Gaughan has added to it by a late purchase an adjoining 100 acres, and has also under occupation another rented farm of the same acreage, making in all 300 acres.

The soil is clay loam, with a porous sub-soil. The buildings are a fair lot, situated close to the line of the last purchase, making them quite convenient for the enlarged farm. It looks somewhat like if Mr. Gaughan had an eye on that farm when they were located.

The system of cropping is to break up sod and sow with peas, followed generally with wheat, then barley, after that oats seeded down. A good deal is done in summer-fallowing ; on this the manure is mainly applied. Not much done in growing roots. Although on this farm no regular rotation is followed, yet there does not appear much to find fault with as regards field management, that is, judging by results, and in making our awards we have been always guided largely by that. It appears to be a very productive soil. The farm has been all under-drained. Cultivation is thorough, and as a result all the available plant food in the soil goes to the production of the crop desired, and is not drawn upon to produce thistles, mustard, or wild oats. We do not say that Mr. Gaughan's system as practiced in the past is all right. He tells us that he has taken as many as six crops of wheat in succession off one field, and every crop, we were told, was a good one. However, this is to be said, that the soil does not show indication of being in any way impoverished, on the contrary, as far as we could judge, the farm had the appearance of being in good heart, and the land clean and free from weeds, and unquestionably Mr. Gaughan has been and is a money-making farmer. From 500 to 700 bushels of barley are grown yearly. In 1888, from 54 bushels of seed sown 1,100 bushels were sold and enough kept for seed the following season. A strong feature is the intelligence displayed in breeding horses. At the time of our visit a fine lot of colts were on hand, as well as some extra good brood mares, one pair of the latter turning the scales at 3,200 lbs. Mr. Gaughan confines his breeding entirely to Clydesdales.

The returns in the way of sales are mainly from grain and horses, very little being done in raising or fattening other farm stock, with the exception of pigs, of which about fifteen are fattened annually.

Now we know quite well that some readers of this report are likely to take exception to this style of farming and say that it is exhaustive. We would agree with them, and say that although Mr. Gaughan has been a money-making farmer, yet the time will certainly soon come when it will be necessary to make some change in his method of farming whereby there will be returned to the soil in some way those elements of plant-food which have been so heavily drawn upon. The secret of success so far, no doubt, has been a strong soil well under-drained, thorough cultivation whereby plant food has been made available for the growing crops, and none of it being drawn upon to produce weeds.

Buildings not quite up to the mark, and a little more work on the fences would not be amiss. However, with these drawbacks Mr. Gaughan well deserves the silver medal.

Getting back to Orillia, we left by the evening train for Barrie. Next morning an hour's run brought us to Bradford. Here we were met by Mr. W. F. Fraser, who, knowing of the time of our expected arrival, had come for the purpose of driving us to his farm.

Helmsdale Farm.

Silver Medal.

Mr. Fraser is a highly intelligent man and a good talker. This made our three miles drive very enjoyable, all the more so as we drove through a section where good farms seemed to be the rule, and at a time when grain, field, meadow and forest are seen at their finest. So pleasant and enjoyable was the drive this fine morning that it caused us to look at farm judging in a very different way to what we had done when driving to our night's quarters over horrible roads after a hard day's work around Penetang.

Helmsdale farm is about three miles from Bradford, in the Township of West Gwillimbury. It is situated on the margin of the flats through which the Holland river creeps slowly to the waters of Lake Simcoe. We were told that nearly seventy thousand acres of land of inexhaustible richnesss would be brought under cultivation by lowering the waters of this lake three or four feet at a cost of less than one dollar an acre of the land reclaimed.

The farm contains 300 acres, only 100 of which was entered for competition. It is a clay loam with heavy clay sub-soil, slightly rolling and sloping to south and east. The low and what were wet places have been drained with tile. A low-lying field which was summer-fallow when we were there was at one time a dense cedar swamp. This has been underdrained, the drains being put five or six rods apart. It is now dry enough to produce good crops of fall wheat. All the drains converge to one point from which a large open ditch, three-quarters of a mile long, conveys the water to the river.

It is partly sheltered to the north by a grove of maples; besides this considerable planting has been done. Particularly noticeable is a fine row of Norway spruce, planted two years ago, along the northern boundary. This, if properly attended to, will soon prove a valuable wind-break as well as a pleasant feature on the landscape. The farm is divided into fields of from ten to twelve acres, all of which open on to the private road which runs through the centre of the farm On either side of this road is a row of healthy looking and well grown maples.

The fences were in good repair, and include quite a variety in style including the common stake and ridered, post and rail, post and board, and Russell fence.

The acreage of crops were fall wheat, 15 acres; spring wheat, five acres barley, ten; oats, sixteen; peas, ten acres; and clover and timothy, 18 acres. There were no roots on the farm entered, they being on the other portion of the farm. The average yield of fall wheat for the past five years has been 26 bush. an acre and spring wheat 12 bush.

Wheat and barley are the only grains sold off the farm. The coarse grains are all fed to the stock, as well as all the hay grown.

The cattle—a very good lot—numbered twenty-two. They are Shorthorns and grades. Six of these are milk cows. The milk is used at home for making butter.

The calves are fed on skim milk with ground flax seed. This is supplemented, as soon as they can be taught to eat, with whole or crushed oats. During the hot weather they are stabled through the day and turned into pasture at night.

Two pair of useful-looking horses are kept for the work of the farm, and something done in breeding. At the time of our visit a brood mare with four of her colts were in the pasture. These were a lot of well graded up Clydesdales—and good of their class. The flock of sheep comprises twenty pretty well bred Shropshires. Mr. Fraser tells us that for a number of years past his ewes have averaged at the rate of about three lambs to two ewes. About 18 or 20 pigs are annually raised and fattened.

Mr. Fraser believes as a farmer in drawing his profits from many sources, so here we find, as well as the ordinary stock of the farm, turkeys, geese and bees, each contributing in some degree to the profits.

The dwelling-house is built of brick and is 28 x 38, with frame kitchen and wood-shed attached.

The barns are built in the shape of an L, the larger one being 111 x 36 with 18 ft. posts and stone basement in which is ample stable room for horses and cattle. The horse stable is divided from the cattle stable by a stone wall. The stalls are paved with cedar block. In addition to the stalls are six loose boxes, making altogether very convenient and useful stables. For feeding a large shute conveys the hay to a central place in the stables below. The other food required is also brought down by shutes to where it is required for use. The root-house is convenient to the cattle stables.

Another barn 55 x 35 ft. has under it the sheep-house, the latter being open to the south. The hog-pen and hen-house is 18 x 35 with hewed cedar floor. A large implement house with loft for tools and small articles makes a good and useful building for protecting the implements and tools of the farm from sun and rain. Completing the set of buildings is one in the lane used for carriages cutter, etc.

The barnyard is enclosed, sheltered on all sides exceptiug the south. The manure is used on the summer-fallow and for the root crop. A great deal of attention is paid on this farm to the proper management of the manure, as little as possible being allowed to waste. With this end in view absorbents are freely used for the purpose of saving all the liquid manure made in the stables, Mr. F. fully realizing the importance of not losing this the most valuable portion.

The kitchen garden is large and so arranged that the labor can be done largely by horse power. This is an excellent plan, and should be much more commonly followed by farmers than it is. There is no reason whatever that farmers' families should not have the full benefit of a plentiful supply of all the various sorts of vegetables and fruits for which our soil and climate are suited. None could grow them as cheaply as farmers if they went about the work in a right way ; and from what we know we have no hesitation in saying that it is the rare exception to find a well stocked farmer's garden

To go back to Mr. Fraser's garden. The strawberries, raspberries, and vegetables were in a flourishing condition, planted in rows extending the whole length of the garden, and far enough apart to admit of the working of a horse-hoe freely.

An old orchard showing signs of decay is being replaced by a young one of more promising appearance.

Mr. Fraser we consider a first-class farmer, a good all-round man, not specially strong in one department and weak in some other, as we often find to be the case. The most minute details, as well as the more important, are closely attended to. There is, however, in the matter of freeness of thistles in some of the fields, room to take exception when compared with the gold medal farm, but even making allowance for that, Mr. Fraser, as a farmer, stands high when compared with even the best class of farmers in Ontario. Having finished our inspection we were driven back to Bradford, our obliging host taking us this time by a different road, giving us an opportunity of seeing more of this splendid farming district.

Taking our tickets for Newmarket, we found on reaching that town that we had a ten mile drive to the next farm on the list. As this meant in all a twenty mile drive, with time enough at our disposal to examine well the farm we were going to see, and it being between 1 and 2 o'clock before we could leave, it meant that we would have to make good time if we were to get back so as to catch the evening train. This being stated to the man from whom we hired the team, he said it would be all right as far as his part of it went, and so it was, excepting that we went just a little faster than either of us liked, with a kicking match by one of the horses by way of variation. We were both heartily glad when we got out of that rig for the last time.

Craigirburn.

To which was awarded the Gold Medal.

This splendidly managed farm is lot 2, con. 5, Township of Whitchurch, and is owned by Mr. C. J. Brodie. It comprises 100 acres, of which six acres on the north-east corner is a hardwood bush. The soil is strong clay loam well underdrained. A private road runs up the centre of the farm, opening into the wood lot at the rear. This is one of the best made and kept roads that we have seen on any farm that has at any time come under our inspection. The fences on either side of this road are what are known as straight rail, that is, a strong cedar post is set at the end of each panel and an upright piece is fastened to it with wire; the ends of the rails here join. These fences were beautifully made and as straight as a surveyor's line. Good and well-made gates open into a row of fields on either side. The roadway is nicely rounded, just sufficient to prevent the water in wet weather from lying on it. Along the public road is a well built wire fence, as also some of the shorter ones about the buildings and small enclosures. The rest of the fences are cedar rail with upright stakes fastened with wire.

What took our attention amongst other things when walking through the farm, was that not a stone, stick or rubbish of any sort was to be seen either on private road, field or fence corner; what stones had not been used were all drawn into a pile at the back of the farm adjoining the wood lot. But what we did see were fields absolutely clean and free from thistles and all other noxious weeds, good and even crops, a twelve acre field of roots which gave unmistakeable evidence that Mr. Brodie has a decided liking for going the nearest way across a field, and here and there a fine shade tree.

Considerable has been done in planting Norway spruce which in a few years will be both ornamental and answer a good purpose as a wind break.

The homestead comprises a barn 100 feet long by 54 wide placed on a stone wall twelve feet high It is built on the end drive principle but differing from end drive barns in having in addition the side drive which is twenty feet from

one end. The advantages of this are, it admits of the engine when threshing being set at the side and the end mows threshed out first, leaving them to hold the straw when the engine is set at the end and to make it cleaner for threshing.

The mows are 20 feet square, arranged at each side of the central drive which is 14 feet wide. A movable rack lifter serves to fill to the roof each mow in the barn. The granary is 20 feet square and is situated at the south side of the main drive in the central part of the barn. Trap doors for putting down feed and bedding for the horses and cattle are in the most convenient places.

The stone wall, 12 feet high, is above ground and the stables are dry and airy. Stables and root cellar occupy the whole space.

The horse stables are in the west 40 feet, the box stalls for stallions, colts and mares being most remote from the door leading into the barn yard at the south side of the building, the stalls for work horses being arranged from west to east nearest the door.

The floors are block paved. The cattle stables occupy the other portion, with the exception of the root cellar which is 40 feet long by 20 wide, placed at the north and central part of the stable. The box stalls for bulls, calves, etc., and the stalls for cows and steers are arranged so as to be as convenient as possible with due regard to economy of space. The floors are made of Portland cement. The feed rooms are as nearly central as they could be made, thus reducing the work of feeding stock to a minimum.

The arrangement of the water supply is exceptionally good. An inch stream of fresh spring water runs into a trough in the barn yard a few feet from the horse stable doors, thus the stock have a plentiful supply at all times. A pipe runs up the bridge or driveway at the end of the barn and supplies water for threshing, while another runs into the stables but is seldom used. This spring also supplies the house with water.

Besides the barn are the other necessary outbuildings, including a roomy driving shed and implement house.

From the description of the barn it will be readily understood that Mr. Brodie makes stock management a leading feature. At the time of our visit his herd of short horns were in splendid shape, the herd is composed of twelve head, viz:—Stock bull, yearling bull, six cows and four calves. They are good representatives of the breed, have excellent pedigrees, and are descended from bulls imported by the Hon. John Dryden. This herd has been very successful in the show ring at the local fairs.

About four milch cows are usually kept in summer and two milked in winter

For the size of the farm a great deal is done in the way of fattening stock. There are generally on hand, but especially in winter, a number of two or three year old store cattle. They are bought up late in the fall or early winter. There are generally about thirty fattened each winter, it is found to pay much better than raising the calves on the farm.

Like many of the stock men in the townships at the back of Toronto, Mr. Brodie has a fondness for good horses, and has done something in importing as well as breeding them. The imported Clydes include a stallion and two imported mares, one filly and two colts. Besides these there are three Canadian Clydes.

In horses as well as cattle the proprietor of Craigirburn is a successful exhibitor both at the local shows and larger exhibitions.

Not very much is done in keeping sheep and pigs.

It may be added that as a rule no store cattle are kept during the summer months.

The thoroughbred calves are allowed to suck their dams until five or six months old, being allowed to the cows twice a day.

The grade calves are allowed to suck until about four weeks old when they are sold to the butcher. During the hot weather and when the flies are troublesome the cattle are stabled during the day and turned out at night.

When the pasture begins to get dry and scarce, it is supplemented with soiling crops. Green corn is fed three times a day in the stables, and cows giving milk get in addition a little chopped grain. This is continued until the weather is cold and uncomfortable in the fall, when they are stabled the most of the time, being only allowed to run in the barnyard in the afternoons when the weather is favourable, when stormy or very cold they are allowed out only long enough to get water and admit of the stables being cleaned out.

The winter rations for store cattle, milch cows and thoroughbreds are somewhat the same, differing only in the proportion and quantity of the food comprising the ration. The ration is composed of chopped peas, barley and oats (the proportion of each being regulated by the prices) clover, hay and straw cut and roots. Bran often supplements the chopped grain when cheap enough. The store cattle get about 10 to 12 lbs. of the meal, 30 to 40 lbs. of roots and all the clover hay and straw that they will eat. The cows giving milk get about the same quantity. The others do not get so much meal or so many roots.

The calves which are suckling, as soon as they will eat it, get a ration of clover hay, roots and chopped grain mixed with a little oil cake.

Of this ration they get all that they will take, the object aimed at being to keep them steadily and rapidly growing.

The rotation is one of seven years, as follows, roots, barley or wheat seeded down, cut for hay twice, pasture once, peas followed by oats.

The farm is divided into 12 acre fields with the exception of one of five acres, so that the acreage of crops is 24 acres of hay and 12 acres each of roots, pasture and the different grains.

Manure is applied at the rate of about 15 tons an acre in the fall for the root crop. A good deal of work is put on the land after harvest in way of ploughing, harrowing and cultivating, and then ridged up into 14 feet lands. When dry and as early as possible the next spring the ground is again thoroughly tilled.

For roots the drills are made about 27 inches apart. For corn the spring cultivation is very shallow, the rows being made three feet apart and the seeds not closer than one seed every six inches. The corn is harrowed once a week until about six inches high, then the scuffler is freely used. Mr. Brodie puts a great deal of work on his corn and root crop in horse and hand hoeing, and in fact so does every good farmer.

For grain crops the land is surface worked in the spring. The barley and wheat are sown at the rate of 1¾ and 1½ bushels per acre, and grass seed, half timothy and half clover by measure at the rate of twelve lbs. per acre.

For peas the sod is not ploughed until spring. Seed is sown at the rate of two bushels per acre. After the peas are harvested the ground is well cultivated. Surface cultivation in the spring and sown with oats 1¾ to two bushels an acre.

It may be taken for granted that on this well managed farm the manure will be well attended to. All the straw passes through the stables. The solid and liquid manures are together wheeled out and the cattle, horse, sheep and pig manure well intermixed.

The cattle are allowed to tread it solid, thus preventing exposure to the air. We were told that an average of about 300 loads of first class manure is made every year. In early spring about 100 loads are taken away from the building so as to keep the yard and surroundings neat and clean about the doors. This is applied to the land needing it, the 180 loads being allowed to remain until after harvest for manuring the field ready for the roots.

Having at our second inspection of this farm, on the 15th of September, again gone thoroughly over it with the view of more carefully reporting than the notes of our first visit enabled us to do, we were kindly invited to remain over night and then we found out that Mrs. Brodie in her department was quite as good a manager as Mr. Brodie was in his. A very pleasant evening we spent in that comfortable farm house. We there fully realised that they and their family were doing their share towards placing agriculture on a higher level and giving to farmers a better status. Mr. Brodie is not one of those men who thinks he knows all that is to be learnt about farming, or who sneers at those who believe that the light of science is doing much to develop the hidden mysteries of our profession.

Two of his sons have been amongst the brightest students at our Agricultural College. One of them taking the highest honors being the gold medalist of 1889.

Men like Mr. Brodie do much to ennoble our calling, they show that science and practice reflect light on each other, the more to be desired is this for there is no pursuit in which habit is so inveterate or unyielding as amongst those who cultivate the soil.

On Monday, the 28th of July, we again met in Toronto and left by the Montreal steamer at 2 p. m. for Bowmanville ; as Darlington is the port at which the boat leaves passengers for Bowmanville, we found that we had between two and three miles to walk no conveyance of any sort being at the wharf. We there and then made up our minds that the next time we had to go to that town we would take the G. T. R.

Next morning was bright and clear when we started on our drive to the farm of Mr. Pascoe. Leaving Bowmanville we took the Scugog road passing through the trim neat little village of Hampton, thence by way of Solina and passing it about a mile came to the first farm on our list to be inspected.

Mr. Pascoe's Farm, Township of Darlington.

Silver Medal.

This farm is pleasantly situated with a gentle slope to the north ; the portion entered comprises 100 acres. The soil is a clay loam with a porous subsoil. The natural drainage is good for as well as possesing a porous subsoil the farm lies in a way that no water comes on it from any adjoining land and it has sufficient fall for the surface water to run freely off. The land is more than usually free from thistles and weeds, this can be readily accounted for by the system of tillage followed. It is largely the result of plenty of fall working. Immediately after harvest the ploughs are set to work and even during harvest if there is any time to spare. Some of the fields being plowed as much as three times

when there is time to do it and when it is thought the land will benefit by it. Manure is drawn on to the fields in the fall after the first thin ploughing and is covered with a light farrow and late in the season ridged up. This appears to be an excellent plan, for not only is the land being freed from weeds but in this way an opportunity is given for any foul seeds which may be in the manure to germinate and thus many of them be got rid of instead of being deeply buried come into life again the following season when brought into favourable conditions for germination.

The ordinary system of cropping on this 100 acres is to grow about 30 acres of barley and 20 acres of spring wheat and about 8 acres of roots. The peas and oats are grown on sod ploughed up, then followed by wheat or barley part of which is seeded down and the balance comes in for oats and roots the following season. We saw on this farm five acres of English barley, it was late but looked well, usually cut about 20 acres for hay. The large quantity of grain and hay is accounted for by the other farm which is somewhat broken and well supplied with water being mainly used for pasture.

The root crop, including potatoes, mangels and carrots exceptionally good and had been well attended to. Spring wheat like all the rest we had seen in the neighbourhood a complete failure.

The manure management was a noticeable feature, it was cleanly gathered up from all parts of the yards, mixed in one large heap so as to prevent as far as possible all waste.

The buildings form three sides of a square. The main barn is 95 by 34 with stone basement, in which is well fitted up stables conveniently arranged. The other buildings are all good of their sort, they include sheep houses, driving shed, implement house, etc., with all the surroundings neat and trimly kept. The dwelling house is a nice stone building with verendah on three sides. The garden exceptionally good and well attended to, it was well stocked with a plentiful supply of the various sorts of small fruits and vegetables. The orchard in excellent shape, with cherry, plum, pear and apple trees in full bearing.

From seven to eight cattle are fattened annually, and about the same number of cows kept, the milk being sent to the cheese factory. A small flock of sheep is kept and a few pigs fattened.

This is a well managed farm, not noticeably strong in any one line, but showing good farming all round.

Mr. Baker's Farm, Township of Darlington.

This farm is just across the road from the last one seen, and like Mr. Pascoe's is pleasantly situated ; from the high ground a magnificent view can be had of the surrounding country for many miles. Looking across the township of Darlington the hills can be seen away off in the township of Clarke and from the highest parts of these two farms can plainly be seen the villages of Tyrone, Enniskillen and Hampton, as well as having a fine view of the lake ; often on a fine day ten or twelve boats can be seen at one time.

When ready to look over Mr. Baker's farm we were unfortunate in not being able to find either that gentleman or any one else who could give us the information required, and it was only when we were ready and had to leave so as to get through with the rest of our work so as to be in time to catch the train, that we had an opportunity of having a few minutes talk with him.

The farm is bounded on two sides by the public road, being 200 rods on one road by 80 on the other, comprising 100 acres, of which 15 acres on the south-west corner is bush. The soil appears to be a strong clay loam and shows signs of being very well cultivated. The growing crops were strong, even and good, excepting spring wheat which as before said is a failure in all this section.

The want of a private road caused the field arrangement not to be so convenient as desirable. Fences uniformly good, including post and board on front road and wire on side road.

The homestead was chiefly made up of an exceptionally fine bank barn, 100 by 50, with end drive. Dwelling house not amounting to much. It may be mentioned that Mr. Baker does not live on this farm but on one adjoining.

A great deal of attention is paid to stock amongst which are four short horns and twenty registered Shropshires.

The horses are away up above the average; considerable is done in handling this class stock, often from fifteen to twenty being bought and sold in a year. Store cattle are bought for fattening in preference to raising them, ten to fifteen fattened annually.

Mr. Baker appears to be a pushing, energetic man and a good farmer.

Mr Samuel Allan's Farm, Township of Darlington.

Ward-dale is the name of this farm, it is situated two and a half miles east of Bowmanville and what seemed to us a good long way from the last one we had been at. It comprises 155 acres besides which there is 20 acres in pastures near by, the soil is a heavy clay loam. About 800 rods of underdrains have been put in and much more of this work is intended to be done. Mr. Allan thinks there is no way in which he can obtain higher dividends for his money than in using it in draining the wet parts of his farm. It would be well for the country and for the individuals themselves if more of our farmers looked at it in the same way.

This property is bounded on three sides by the public road. The road fences are all straight, partly wire with pole on top, a portion picket, and the balance post and board. Inside fences mostly rail.

Running through this farm from the rear or north east side and crossing the public road at the front and near the dwelling house is a ravine with finely wooded banks and with a stream of spring water flowing at all seasons of the year. Besides this wooded ravine there is a great deal of fine second-growth timber dotted about different parts of the farm, giving it a very pleasant landscape view. When we consider the abundant water supply and the fine shade for the stock we think that on the whole the property is more valuable although somewhat broken in this way.

The acreage of crops this year is forty acres of barley, wheat seven acres, fifteen acres of oats, seventeen acres of peas, thirty-four acres of hay, pasture thirty acres, nine acres carrots, mangels, turnips and potatoes and small quantity of corn, orchard, garden and yards three acres.

The system of applying manure is to draw out and plough in in the fall for roots, the balance is drawn in the winter and spread upon the fields intended to be sown with barley or wheat the following spring. Mr. Allan has practiced this system on his farm for many years and finds that it answers exceedingly well as compared with other ways of applying it, however, it must be remembered that this is a comparatively level farm and very little loss is sustained by washing.

Mr. Allan stands high in stock, the herd of Short-horns numbering fourteen includes a number of animals of great individual merit. They are partly bred from cattle originally owned by John Miller and some of them trace back to what are known as the Wade importations; the animals in this herd now have a large percentage of Crookshanks blood.

For three years in succession the herd prize at the county of Durham show has come to this farm as well as a great many individual prizes, including sweepstakes prize for two year old bull.

The flock of sheep is made of thirty Shropshires which looked well at the time we saw them.

The buildings are hardly up to modern ideas of first class homesteads. Mr. Allan is a pushing, money making farmer, besides the farm he lives on he owns a great deal more land.

Bidding Mr. Allan good bye we drove to Bowmanville, boarded our train, reached Toronto late at night and next day were busy on our own farms.

JOHN I. HOBSON, }
WM. DONALDSON, } Judges.

MINUTES OF MEETING OF COMMITTEE FROM THE AGRICULTURE AND ARTS ASSOCIATION AND THE FAT STOCK CLUB OF GUELPH.

CITY HALL, GUELPH, October 1st, 1890.

Present—J. C. Snell and Henry Wade from the Agriculture and Arts Association, and Walter West (in the chair), Wm. McCrae, James Taylor, Thos. Waters, James Miller, John Tyson, James Anderson, Wm. Sharpe, R. Buchanan, Geo. Taylor, H. Wright, R. Elliot and J. W. Easton, from the Fat Stock Club.

Mr. Wade explained to the meeting that the Agriculture and Arts Association had voted $300.00 towards holding a fat stock show in conjunction with the Fat Stock Club of Guelph, consequently the meeting had been called in order that a partnership arrangement might be consummated.

The election of officers for the joint board was then proceeded with.

Moved by Wm. Walker, seconded by James Miller, That J. C. Snell, of Edmonton, be appointed president.—Carried.

Moved by Geo. Taylor, seconded by Wm. McCrae, That Walter West, of Guelph, be vice-president.—Carried.

Moved by Jas. Miller, seconded by John Tyson, That J. W. Easton, of Guelph, be appointed treasurer.—Carried.

Moved by Jas. Anderson, seconded by Jas. Taylor, That Henry Wade, of Toronto, be secretary.—Carried.

Moved by Jas. Anderson, seconded by Jas. Miller, That H. Wright, of Guelph, be general superintendent.—Carried.

A communication was received from Wm. Weld, of the *Farmers' Advocate*, offering a cup of the value of $40.00 for one of the prizes.—Accepted.

Also a communication from C. Reinhart, offering $15.00 as a special prize, which was accepted.

The McAteer cup, value $60.00, would also be available; won last year by Thos. Ballantyne, of Stratford.

Mr. J. C. Snell then took the chair and thanked the meeting for the compliment they paid him in electing him.

A telegram of apology was read from N. Awrey, M. P. P., of Binbrook, deploring that other engagements would prevent him attending.

A letter was also read from C. M. Simmons, of Ivan, regretting his inability to attend as he had other engagements for the day, and also recommending rules of procedure for the show.

The prize list of a former show was then revised and rules and regulations adopted as they appear in prize list for 1890.

Moved by Thos. Waters, seconded by Jas. Miller, That the Agriculture and Arts Association agree to hold a fat stock show in the City of Guelph, in December next, in connection with the local Fat Stock Club, the former association to pay $300.00 and the Fat Stock Club to pay $200.00 towards the prize list, on the understanding that the Fat Stock Club and the City of Guelph shall furnish the necessary accommodation for the holding of the show, and make up any shortage that may arise in connection with holding such show, over and above the amount realized and gate fees. The $500.00 to be offered in prizes.—Carried.

The meeting then adjourned.

After the prize list had been printed and circulated a letter was received from the secretary of the Hereford Breeders' Association, of Independence, Mo., informing the association that the sum of $50.00 had been voted by that association some time ago, to be given for Hereford grades at this show. As I had not received the letter, it was, of course, not printed in the prize list. I also heard that the Guelph management would like a further prize for fat lambs in addition to the present prize list, so I took on myself the responsibility of issuing an additional prize list in sheet form for posters, adding these prizes.

On the 12th of November there was received at my office a notice of a committee meeting of the joint committee to take place on Saturday, the 15th inst., but as I had left home on Monday evening, the 10th of November, the notice was not acted on, and none of the committee from the Agriculture and Arts Association were present.

On the 18th November, I received from J. W. Easton, the following list of judges that had been appointed at that meeting:—

Cattle.—Jos. Dingle, Hamilton, John Hope, Brantford, John Dunn and Ald. G. F. Frankland, Toronto.

Seeep.—Henry Arkell, Arkell, W. G. Gow, Fergus, Wm. Thompson, Elora.

Hogs.—John A. McHardy, Guelph, J. Alison, Galt, Jas. Laidlaw, jr., Guelph.

Poultry.—Jas. Goldie, Guelph, Geo. Tolton, Guelph, Geo. Murton, Guelph.

And the following:—As the curling rink is not available it was decided to hold the show in the Western Hotel stables and yard.

On Saturday, the 24th of November, I went up to Guelph to see how matters were progressing, I met a few of the directors and the vice-president Walter West, at the city hall, when matters were talked over, and Richard Gibson, of Delaware, was appointed a judge on cattle in place of John Hope, who was to be an exhibitor.

H. WADE,
Secretary.

At this meeting the following committees were appointed :

On Cattle.—Jas. Miller, L. O. Barber, Prof. Shaw and C. M. Simmons.

On Sheep.—Geo. Taylor, J. M. Tyson, W. Laing and N. Awrey, M. P. P.

On Hogs.—Alf. Hales, R. Irving and Thos. Waters.

On Gates.—E. Parkinson, W. Laidlaw and J. C. Snell.

Weighing Master.—Walter Laing.

For pens of lambs $1.00 was to be the entrance fee. Badges to be got by the Guelph committee, and tickets and prize ribbons by the secretary.

HENRY WADE,
Secretary.

MEETING OF COUNCIL OF AGRICULTURE AND ARTS ASSOCIATION.

ROYAL HOTEL, Dec. 10th, 1890.

The council were all present with the exception of J. C. Rykert.

Minutes of former meeting were read and confirmed.

The following letters were then read :—

TORONTO, Dec. 8th, 1890.

DEAR SIR,—Under authority of the Agriculture and Arts Act, I appoint Joseph Bigelow, of Port Perry, auditor of the accounts of your association for the present year.

Yours very truly,

JOHN DRYDEN,
Minister of Agriculture.

HENRY WADE, Esq.,
Secretary, Agriculture and Arts Association,

Moved by C. M. Simmons, seconded by J. C. Snell, That Mr. John J. Hobson, of Mosborough, be second auditor.—Carried.

Moved by Jas. Rowand, M. P., seconded by N. Awrey, M. P. P., That as the work of auditing would not be nearly as arduous as on former years, that the emolument be reduced to fifteen dollars each.—Carried.

INDEPENDENCE, Mo., Nov. 29th, 1890.

HENRY WADE,
Secretary, Toronto, Can,

DEAR SIR,—Yours of the 21st inst., received and duly noted. By same mail as this I send you all the volumes (10) of the American Herefort Record, which please accept with the compliments of our association. I also send you a copy of our by-laws, rules, etc., and a sample of the blanks used for reporting calves for entry and transfer.

I remain,
Yours respectfully,

C. R. THOMAS,
Secretary.

Moved by N. Awrey, M. P. P., seconded by Joshua Legge, That a cordial vote of thanks be tendered to the American Hereford Association, through their secretary, C. R. Thomas, Esq., for the very handsome gift of the ten published volumes of the American Hereford Herd Book, together with constitution rules and regulations.—Carried.

MR. HENRY WADE, SEC'Y.
Toronto, Ont.

DEAR SIR:—The American Hereford Cattle Breeders' Association wishes to offer the following special prizes at your *Fat Stock Show* (Ontario Agriculture and Arts Association) this year and trust same will be accepted by you and receive space in your premium list.

Best *Grade* Hereford Steer, 2 and under 3 years.

1st premium	$12 00
2nd premium	8 00
3rd premium	5 00

Best *Grade* Hereford Steer, 1 and under 2 years.

1st premium	$12 00
2nd premium	8 00
3rd premium	5 00

Animals to be eligible to compete for the above must be sired by a bull recorded in the American Hereford Record. When your premium list is ready please send one to each breeder in your vicinity and oblige.

Yours respectfully,

C. R. THOMAS,
Secretary.

N. B.—I am sorry to inform this council that not one entry has been made for these prizes this year.—H. WADE, Secretary.

A letter was read to the secretary from A. C. Hallman *re* terms for starting a Holstein Herd Book in Canada.

A discussion then took place by several of the members on the advisability of continuing the medals for farms, Mr. Awrey taking the ground that under the present rules and regulations, the scheme did very little good. Messrs. Rowand, Snell, Sissons, Morgan, and McPherson were in favor of the scheme, but were quite willing to amend the rules, if deficient.

Mr. Legge also spoke in favor of adding an amount to the estimates to grant a silver and bronze medal to offer as a Provincial prize at each of the Electoral Division Societies.

Moved by C. M. Simmons, seconded by D. M. McPherson, that a committee consisting of the President, Messrs. Awrey, Snell, McPherson, Legge and the Secretary be appointed to amend the rules in connection with the prize farms. Carried.

Meeting then adjourned until next morning at 9 a. m.

H. WADE,
Secretary.

A dinner was given at the Western Hotel, where the Fat Stock Show was being held, to the Council of Agriculture, the Judges and other prominent gentlemen by the Directors of the Fat Stock Club of Guelph. The tables and room were nicely decorated by Mr. and Mrs. McAteer, proprietors of the hotel. Mr. J. C. Snell as president of the joint board presided. W. Walter West as vice-president took the vice chair, and Wm. Sharp as second vice-president, the third place of honor.

Before leaving the dining room, Mr. Snell on behalf of himself and all present, thanked the Guelph Fat Stock Club for their kindness in providing such an excellent repast. From the hurried glance he had of the show it was equal to his expectations, and he only wished that the city of Guelph, or some other city, would take the matter in hand of erecting suitable buildings and establishing a permanent Fat Stock Show. The city of Guelph should take time by the forelock, erect buildings and make Guelph the permanent Smithfield of Canada. If they did not take this matter in hand the probabilities were that they would get left. He then called on Mayor Gowdy.

The Mayor said that he saw to-day a show of fat animals second to none ever exhibited in the Province, and on behalf of the city welcomed the A and A Association. In the present financial state of the city he was afraid that it alone could do nothing towards the erection of suitable buildings for fat stock show purposes, unless some aid was given by the Ontario Government. Guelph was the headquarters in Ontario for cattle, and as a horse fancier he would like to see it made the headquarters for horses also, and he thought that the time was near at hand.

The chairman regretted that the Minister of Agriculture was not present. He paid him a high compliment for his ability and capabilities for filling the office. He then called on

Mr. D. Guthrie, Q.C., M.P.P., who made one of his usual happy and interesting speeches on such occasions. He was happy to say that the Government did everything they could to promote the agricultural interests of the Province, and he, as a member of the Legislature, did everything he could to second them in these efforts. In the last Legislature the farming interest was well represented by intelligent and progressive men, and it will be equally well represented in the one soon to meet. The live stock interest was expanding and it had become the back bone of our prosperity, and he hoped it would be developed more and more until the whole Province would become the home of the best breeds of cattle.

Mr. Thos. Ballantyne, M.P.P., said that the Legislature was always alive to the interests of the Province in agricultural matters, and had always done everything that could reasonably be expected of them to do, and he had no doubt so long as Mr. Mowat was in power it would continue to do the same.

Mr. N. Awrey, M.P.P., Binbrook, said that the calling of the farmer was becoming more important year by year, and was considered more respectable, they not now being looked down upon as the "hewers of wood and drawers of water." The agricultural interest was the most important in Canada, and without it all other industries would be a failure. He regretted that the great city of Toronto did not recognize this fact, for they never thought it fit to provide a place where fat stock shows could be held. If Guelph provided a creditable place to hold these shows, they would come to Guelph. He hoped this city would show its enterprise and push in securing the show permanently; if not Hamilton would put in a bid for it. The animals exhibited were equal if not superior to those he had seen exhibited in Chicago.

Ald. Frankland, of Toronto, said it would be one of the greatest mistakes ever made if an attempt was made to establish a Provincial Fat Stock show in Guelph.

Toronto was the proper place, being the metropolis of the Province. He advocated young animals being exhibited for one time at shows and then killed and not held over till they became tallow. He had watched the development of the live stock industry in Ontario and Quebec, and he found that Ontario had now keen competition, as Quebec supplied a large number of fat cattle to the city of Montreal. The best cattle ever he saw exported were from the township of Pickering, so Guelph was not the only place noted for this industry. This meeting then adjourned until after the judging of the live stock in the drill shed, when it was presided over by Mr. Snell, while Mr. H. Wade acted as secretary.

The first matter attended to was the reading of the annual address of the President of the Agriculture and Arts Association, Albin Rawlings Esq., of Forest.

GENTLEMEN:—The few words I shall have to say to you to-day will I hope only occupy a few minutes. For the past year we have been, as the saying is, "Laying on our oars." It is true we have had several ploughing matches, but there seems not to be now so much interest taken in them as in former years, at least that is the case in my district. We have also given a number of prizes for the best farms in several districts, but there is not the rivalry there should be to my mind.

I will tell you in a few words what I think is the best course for this Association to pursue in the future. I would advocate a rousing spring show, two weeks say before Easter. An agricultural show pure and simple, where farmers and breeders could meet together and where seed, animals and fat ones could change hands by the hundreds. It is a well known fact now, if a person wants a good animal he has to spend days in search of it, whereas if he had a large show in some central place in this Province, people could get what they wanted without so much expense and waste of time. Another well known fact is, that many of our farmers sow the same kind of grain until they do not get half a crop.

Now, gentlemen, my plan would be to have a show of seeds and animals, so that our farmers could buy in large quantities, so these investments would pay from fifty to one hundred per cent. in many cases. If a show of this kind would ever get to have as many rivals as the old Provincial Show did, it would be a great blessing to this Province; as we must all admit, the Provincial was the mother of the large shows we have to-day. Gentlemen, I cannot close these few remarks without noticing the deplorable fact that our store cattle have been shipped out of this country by the thousands, to the loss of our farmers by hundreds of thousands of dollars. Our store cattle go to Europe and our oil cake goes there to fatten them, when it should be fed to them here and the good manure kept on our farms. We all know if a farmer sells his store cattle, grain and hay, and puts nothing on in return, the farm gets poor and the farmer also, and the next thing is a mortgage, which finishes up in ruin. Now, gentlemen, if there is anything we can do to stop this downward road, it is our duty to do it. Another matter calls for a few remarks, of a more cheering nature however, that is our veterinary college in the city of Toronto. Too much honor cannot be bestowed on Professor Smith for the flourishing condition of that institution. Your Association signed no less than 140 diplomas for the honor graduates of that college this year. Such an institution is an honour to any country.

Now, gentlemen, one word about the fat stock show. I think much honor is due to the members of the Fat Stock Club, of the city of Guelph, for the energy displayed in getting up this show and keeping it up. I am sure the small grant given by the Agriculture and Arts Associations has been well spent to this country. I thank you gentlemen for the honor you have done me in placing me in as its chief officer for the past year.

Mr. Snell also commended the work of the Club as they had one of the most difficult shows to keep going. It was right that there should be a show where could be seen animals fed to their highest development for the butcher's block, to to which the main portion of their stock went, as there was a show where their breeding was the chief factor. To feed an animal was to destroy its breeding qualities. It was unprofitable to feed animals three years and over. Next year in Chicago no prizes would be given for animals over 2½ years and the same thing was contemplated in Great Britain.

Prof. Shaw, O. A. C., on behalf of the Club, expressed their pleasure at having the Council of the A. and A. Association; they hoped they would come annually, and they would do all in their power to provide a suitable building. Prof. Shaw then spoke of the magnitude of the live stock interest, and the necessity of the farmer, if he wished to prosper, to quit the raising of grain to sell. At the Experimental Farm they had a fair return this year. On a little over 400 acres they had received between $6,000 and $7,000 for their output. Though not safe at present in being definite, he hoped to have a balance on the right side. He regretted that they had not a better place for the show; an industry which brought thirty millions of hard cash into the country every year should have more encouragement. He referred to the steps that had been taken to get an agricultural building in Toronto, and said that if that city were not willing the city of Guelph and the farmers here were able and willing to erect one. They could expect a grant from the city council and the citizens of Guelph were not indifferent to the name and standing which the live stock interest had given their city. Nor were the farmers indifferent to the higher prices that had been brought about by these shows. If the City Council took it up, the township councils aiding them, with the backing of the citizens and farmers, a commodious and comfortable building could be erected with a little effort. He was greatly pleased with the show, with the interest taken in it and with the judging. Their students only differed in two awards, and there they judged as they had been taught. They were thus preparing cattle judges, as well breeders and feeders to take the prizes.

Mr. West spoke of the grant of a site by the City Council, and called upon the A. and A. Association to aid them in erecting a building according to promise.

Mr. Innes, on behalf of Mr. McAteer, presented the McAteer cup to Mr. W. W. Ballantyne. He expressed his gratification at Mr. Ballantyne's success, and congratulated him on winning such a handsome trophy. He hoped it would prove an incentive to him and to others, and that it would be but the beginning of his success.

Mr. Ballantyne, in returning thanks, said he had won it fairly, and would prize it highly.

Mr. Frank Shore, London, or behalf of the *Farmers' Advocate,* with which he is connected, presented the beautiful silver tea service offered by that journal, to Mr. Jas. Oke. He expressed his pleasure at giving it to one who had brought out so many good animals. These shows were not only incentives to the breeders, but were great educators. He referred also to the standing of Canadian feeders in the States.

Mr. Oke acknowledged the gift in a few suitable words.

Ald. Frankland, after a humorous introduction, spoke at some length. He believed young Ballantyne would do well, because of having such a father, and gave credit here to the men who had laid the foundations of the live stock industry, and to the men then and now who lived not for themselves, but for the present age and the future. He referred to the strides Canada has made. The Americans grow corn: we can grow peas, if the land was properly cared for

Farmers should give back to the land what they took out. He could have made more profit by shipping store cattle than by shipping fat cattle, but his gain would have been Canada's loss, and he would not do it. He was against ranches; they entailed awful suffering on the weakly part of the herds; he favored 100 and 200 acre farms, where the owner knew every one of his beasts by sight. He hoped that in the years to come in Canada there would be millions of people from Great Britain and Ireland not servants, but freemen. He praised Mr. McAteer's big heartedness in his hospitality and in his handsome cup. The animal they wanted for export was from 1,400 back to 1,200 lbs., two to three years old, which would dress the carcase wanted in England. The farmers owed a great deal to the army of exporters, which had built up the trade. It was a speculative business; though he had handled hundreds of thousands of dollars, on three distinct occasions he had been unable to pay for a hundred of cattle. This year on his first four cargoes he had lost over $5,000. He could not understand why $5 a hundred would not pay the farmer. He also alluded to the immense importance of Canada's clean bill of health, which gave them such an advantage over other countries, and urged that it be carefully guarded. He advocated mixed farming, lots of manure, taking good care of the calf flesh. He referred to the want of a proper building, and made suggestions as to its erection. They had as fine stock in Canada as in any country in the world; they had as fine a country. He urged them to be patriots, and referred unfavorably to the U. S. as never being a friendly trading people.

Mr. Ballantyne, M.P.P., the joint owner of the McAteer cup, gave the credit to his son and thanked Mr. McAteer for his interest in the live stock industry. His visits to Guelph 25 years ago had quickened in him the desire to breed and to feed good cattle Latterly he had gone into dairying, but had not forgotten the other. Live stock might suit some best, dairying others; feed in any case intelligently, thoroughly and generously. He also spoke out strongly against the export of store cattle; it was allowing the most profitable part of the cattle raising to go into other hands. Corn could be fed with great advantage some years, and the Central Farmers Institute were right in unanimously urging the Government to remove the duty. He also referred in most cordial terms to what the county of Wellington had done for the Province in developing the live stock industry: in years past more attention had been paid to live stock here than in all the rest of Canada put together. Now other counties had followed its example, but it was still the headquarters, still the banner county. It was only in Guelph where the live stock industry was so valued that a citizen could be found to present such a splendid prize as the McAteer Cup.

Mr. Awrey, M.P.P., urged farmers who clung to grain raising for their living to strike out in new lines. Live stock and dairying gave a profit; grain-raising to sell did not. He showed the high standing of Canadian cheese in England, due to the efforts of Ballantyne in the west and McPherson in the east, to whom the Province owed more than to almost any two men, and argued that there was nothing to prevent the butter industry from attaining the same rank, instead of it being a byword, as was the case in England at present. Proper and united management would give them $10,000,000 of choice butter for export. He referred also to the immense loss to the farmers on account of agricultural implements being left exposed to the weather. One of the most successful farmers he knew raised 60 head of cattle on 100 acres, and bought hay and grain from his foolish neighbor who sold store cattle. He congratulated the Association and the Club on the successful, interesting and profitable show.

Mr. Hobson moved a vote of thanks to the chairman and the joint board, under whose direction the Show was carried out. He also referred to W. W.

Ballantyne being a student of the O. A. College, and the work it was doing for young farmers.

Mr. Arthur Johnston seconded it, and the motion was carried unanimously.

Mr. Snell, in acknowledging spoke of their kind reception. He was proud of the show, and proud of the meeting. It had never been surpassed.

Mr. Rowand, M. P., moved a vote of thanks to Mr. McAteer for his inside and outside accommodation. This was supported by Mr. Awrey and Mr. Simmons. Very few men, they said, would have gone to so much trouble.

Mr. McAteer expressed his pleasure at having them there, and spoke of his willingness to do his share at any time.

Messrs. Anderson and West moved a vote of thanks to Mrs. McAteer and her lady help, which was carried in proper style.

The meeting broke up at 11.20 p. m. All the speakers were most deservedly applauded, and though many had to stand, the interest did not slacken in any degree from start to finish,

THE O. A. C. STUDENTS.

The show has furnished a good object lesson for the students at the O. A. C. and it has been taken advantage of to the full extent by Prof. Shaw, Mr. Storey, and the live stock classes who last night and this morning made a close inspection and had a course of instruction on the animals, Messrs. Carlyle, Thompson, and McKenzie, were chosen by the students to judge the cattle, and in all save two instances they agreed with the judges, and in these two, as Prof. Shaw intimated. their judgment agreed with his own, the finer points of some of the animals not weighing so much in the eye of the judges as their value.

ROYAL HOTEL, GUELPH, Thursday, 11th December, 1890, 9 a.m.

All the members present that were in attendance yesterday.

Mr. Awrey then presented the report of the requirements for 1891.

To the President and Directors of the Agriculture and Arts Association :

Your Finance Committee, after careful consideration, and with a view of keeping the expenditure within the narrowest limits consistent with efficiency, beg leave to report that they will require for the different services of the year.

Spring and Fat Stock Shows	$1,000 00
Ploughing Matches	600 00
Expenses of Board	500 00
Printing	800 00
Postage, Express, etc	300 00
Salaries	300 00
Gathering and printing information *re* International Exhibition, Chicago	250 00
Prize Farms	250 00
Medals for Electoral Division Association	350 00
	$4,350 00
Your Committee would further recommend that a sum not to exceed $1,000.00 be granted to the Short Horn Association for printing old pedigrees	1,000 00
	$5,350 00

All of which is respectfully submitted.

N. AWREY,
Chairman.

This was carried.

Prize Farm special committee reported as follows:—

Rules for guiding Judges of Prize Farms previously used.

"In addition to any other points that may be thought desirable by the Judges, the following shall be taken into consideration in estimating what is "the best managed farm."

(1) The competing farm to be not less than one hundred acres, two-thirds of which must be under cultivation.

(2) The nature of the farming, whether mixed, dairy or any other mode, to be the most suitable under conditions affected by local circumstances.

(3) The proper position of the buildings in relation to the whole farm.

(4) The attention paid to the preservation of timber and shelter by planting of trees.

(5) The condition of any private roads.

(6) The character, sufficiency and condition of fences, and the manner in which the farm is subdivided into fields.

(7) Improvements by removal of obstacles to cultivation, including drainage.

(8) General condition of buildings, including dwelling house, and their adaptability to the wants of the farm and family.

(9) The management, character, suitability, condition and number of live stock kept.

(10) The number, condition and suitability of implements and machinery.

(11) State of the garden and orchard.

(12) Management of farm yard manure.

(13) The cultivation of crops to embrace manuring, clearing, produce per acre in relation to management and character of soil and climate.

(14) General order, economy and water supply.

(15) Cost of production and relative profits.

The examination by the Judges to be not earlier than 25th May, and to be finished in September.

The two Judges shall decide the Township and Electoral Division prizes by themselves, taking notes of the farm or farms for the gold medal for the Group.

The report of the Judges to be submitted to the Board and forwarded to the Commissioner of Agriculture."

To the President and Members of the Board of Agriculture and Arts:

GENTLEMEN.—Your Committee appointed to revise instructions to Judges of farms entered for competition, beg leave to report as follows:

Rule 1.—Same as in report of 1888.

Rules 2 and 3.—Struck out.

Rules 4 and 5.—Same as in 1888.

Rule 6.—Amended by inserting the following in lieu thereof. The sufficiency and condition of fences suitable for the requirements of the farm.

Rule 7.—Same as 1888.

Rules 8 and 9.—Struck out.

Rule 10.—Amended by striking out the word number.

Rule 11.—Same as 1888.

Rule 12.—Same as 1888.

Rule 13 to be as follows: The manure and application to the cultivation of the soil for the growing of crops, as well as methods adopted for increasing the quantity and quality.

Rule 14.—Amended by inserting in lieu of the former clause the following: Economy of water supply.

Rule 15.—Struck out and the following inserted in lieu thereof: In arriving at a decision the Judges must consider as the essence of merit the relation of profits in proportion to cost of production with due regard to maintaining the fertility of the soil.

All of which is respectfully submitted.

N. Awrey,
Chairman

J. Legge.
J. C. Snell.
D. W. McPherson.

This Committee would also further recommend that this association give to each Electoral District Agricultural Society in this Province, one silver and one bronze medal, to be competed for upon such conditions and regulations as may be adopted by each Electoral District Board of Directors, and they would suggest that the only condition attached by this council be that the medals given by them be competed for by animals owned within the boundaries of the respective Electoral District.

On motion of N. Awrey, seconded by D. W. McPherson, the above resolutions were carried.

Moved by Ira Morgan, seconded by J. C. Snell, Whereas the World's and Columbia Exhibition will be held in Chicago, in the year 1893, and as the President of the United States will shortly issue a proclamation, inviting foreign nations to furnish exhibits;

Be it therefore resolved, that the council of the Agriculture and Arts Association of the Province of Ontario, call the attention of the Provincial Government and Legislature, to the necessity of measures being taken at once to secure the active co-operation of all classes of industries, in making an exhibit worthy of the resources of this Province, and to express the willingness of this board to aid in disseminating such information as would induce the stock raisers to exhibit their herds, so that an exhibit worthy of Ontario, which is the breeding ground for pure bred stock for the American continent, as well to call forth such an exhibition of the produce of the dairy, as will continue to place this great industry in the foremost place when brought into competition with the exhibits of the other countries of the world, and would further suggest to the Government, that they be authorized to arrange for the selection of the products of the forests, farms and mines, in the same systematic manner as was done for the Centennial prior to the year 1876, that we may be able to convince the people of the European nations of our great recourses, as well as of our rapid advancement in the direction of prosperity, that by so doing we may secure as perminent residents a large share of the desirable emigrants who are rapidly filling other portions of the continent. Carried.

Messrs Morgan, Snell, Simmons, Awrey and McPherson all spoke in favour of giving prominance to this undertaking and it was carried unanimously.

Mr. Legge.—I give notice that I will move at the next meeting, in 1891, that this association grant to the large central exhibitions held in Ontario, such as the City of Toronto, Ottawa, Kingston, Hamilton, London, Guelph and others, the large exhibitions a Provincial gold, silver and bronze medal, to be awarded on the samé principles as the elcctoral societies.

1. The Herd Book Committee beg leave to report recommending the acceptance of the tender of Mr. Daniel Rose for the printing of 250 copies of Vol. I., Ayrshire Herd Book, as his is the lowest tender.

2. The publication of vol 5 of the Clydesdale Stud Book.

3. The publication of vol. 1 of the new series of the Ayrshire Herd Book.

4. The publication of a volume of Berkshire Record, provided an association of breeders of Berkshire swine is organised, with a Herd Book Committee, which shall have power to revise and pass pedigrees found to be in accordance with the standard adopted by such association.

5. That the secretary be authorized to open a record for Dorset Horned Sheep.

6. And also a register for Holstein cattle, when the Association of breeders of these classes of stock agree to the usual terms on which the Agriculture and Arts Association undertakes such work.

7. That an Hereford Association in affiliation with the Hereford Record be encouraged. Carried.

J. C. Snell
Chairman.

PROVINCIAL PLOUGHING MATCHES.

A ploughing match under the auspices of the Agriculture and Arts Association of Ontario, and the County of Peterborough, for agricultural divisions Nos. 4, 5 and 6, comprising the Counties of Hastings, Lennox, Addington, Prince Edward, Northumberland, Durham, Peterborough, Victoria, Haliburton, York, Ontario, Peel, Cardwell, and the City of Toronto. will be held on the estate of the late Jas. Howden, adjoining the Peterborough central fair grounds, on Wednesday, Oct. 29th, 1890, when the following prizes will be offered for competition:

Class 1 (open to all comers and ploughs).—1st prize, gold medal, value, $40.00; 2nd prize, cistern pump, presented by James Payton, Esq., value $6.00, and cash, $15.00, $21,00; 3rd prize, binder cover, presented by J. J. Turner, Esq., value $3.00, and cash, $12.00, $15.00; 4th prize, a clock, presented by Messrs. Clark & Gibson, value $2.50, and cash, $7.50, $10.00.

Class 2 (open only to walking ploughs without wheels, and ploughmen who have not taken a prize in any ploughing match since 1885).—1st prize. a pair of solid gold cuff buttons, presented by John McClelland, Esq., value $6.00, and cash, $24.00. $30.00; 2nd prize, a plough or root cutter, presented by P. Hamilton, Esq., value $15.00, and cash, $7.00, $22.00; 3rd prize, a silver sugar bowl, presented by W. A. Sanderson, Esq., value $4.00, and cash, $12.00, $16.00; 4th prize, a horse collar, presented by W. J. Devlin, Esq., value $3.00, and cash, $8.00, $11.00.

Class 3 (open only to boys under 18 years of age; proof of age to be given if called for).—1st prize, a silver medal, presented by R. W. Muncaster, Esq., value $5.00, and cash, $25.00, $30.00; 2nd, a plough or stove, presented by W. P. Plant, Esq., Norwood, value $5.00, and cash, $16.00, $21.00; 3rd prize. a creamer can, presented by W. G. Bain, Esq., value $3.00, and cash, $13 00, $16.00; 4th prize, whip, presented by Messrs. Fortye & Phelan, value $2.00, and cash, $9.00, $11.00.

Class 4 (for stubble ploughing, open to boys only under 17 years of age; proof of age to be given when called for).—1st prize, a plough, by J. Fleury's Sons (T. Cochrane, Esq., Agent), value $15.00, and cash, $13.00, $28.00; 2nd, cash, $18.00; 3rd, cash, $12.00; 4th, cash, $8.00,

A suitable place will be provided, and an opportunity given, for a practical exhibition of sulky ploughs, and manufacturers are cordially invited to enter for the same.

RULES.

1. All ploughmen residing within the limits of agricultural divisions Nos. 4, 5 and 6, who are *bona fide* occupants, sons of occupants, or employees of occupants are eligible to compete in this match. All entries free.

2. Ploughmen will be required to plough at least six inches deep.

3. All competitors must be on the ground at nine o'clock a.m. sharp, and prepared to commence work when the signal is given.

4. Ploughmen will be required to complete the land allotted to them within a time not to exceed 14 hours to the acre.

5. No interference with, or assisting of the ploughmen, other than aiding them in setting their stakes, will be allowed.

6. Ploughmen will not be allowed to touch the furrows with their hands.

7. On finishing, the ploughmen will place their numbered stake in the centre of their land, and forthwith report to the Secretary.

It is particularly requested that all entries be made with the secretary on or before Saturday, 25th October, personally or by mail.

COMMITTEE.

Messrs. R. Vance, Ida; H. Humphries, Hastings; J. C. Snell, Edmonton; P. R. Palmer, Belleville; Wm. Rutherford, chairman of committee, Wm. Collins secretary of committee.

PETERBOROUGH, ONT., December 6th, 1890.

H. WADE, ESQ.,

Secretary of Agriculture and Arts Association, Toronto, Ont.

DEAR SIR,—I herewith send you a report of the Provincial ploughing match, held at Peterborough on October the 29th, and open to the agricultural divisions Nos. 4, 5 and 6, which includes the Counties of Hastings, Lennox, Addington, Prince Edward, Durham, Northumberland, Peterborough, Victoria, including Haliburton, York, Ontario, Cardwell, Peel, and City of Toronto, and which took place on the estate of the late Jas. Howden, immediately adjoining the Peterborough Central Fair Grounds, which was a very great convenience to visitors, the directors having placed the sheds and stables at their disposal. The number of entries was not nearly as large as was expected by the committee who had the matter in charge, but, probably one cause was that no ploughing match had been held here for seven years, and the local men seemed to be afraid of the western men, who they said, had more practice.

There were four classes of ploughmen on the bills, viz.:—Class 1, open to all comers with any plough. Class 2, open to walking ploughs without wheels, and ploughmen who had not taken a prize in any match since 1885. Class 3, open to boys under 18 years. Class 4, open to boys under 17 years, in stubble.

In the 1st class there were 5 entries, Fred. Waldon, Lakefield; Thos. McLean, York Mills; Wm. Milliken, Hagerman; Geo. Marquis, Sunderland, and Jas. McNeill, Tyrone.

Class 2, 8 entries, Job Wheeler, Warsaw; John Henderson and D. D. Henderson, Lang, P. O.; Wm. Renwick, Lakehurst; Walter McKee, North Monaghan; John Chasty, Lakefield; Jas. Forsyth, Trenton, and John Friese, Peterborough.

Class 3, only 1 entry, and he failed to come in.

Class 4, 4 entries, John Marquis, Sunderland, Frank Buck, Jos. Duffis and Michael Duffis, the last three all of Otonabee Township, County of Peterborough.

There was also an opportunity given to manufacturers or agents, to give a practical trial of sulky ploughs, which was done by Peter Hamilton, of Peterborough, with two ploughs, one a large or three horse, the other a two horse sulky. Mr. E. E. Bowie, who is the local agent for the Cockshut Sulky Plough had two of his on the ground, and Mr. Thos. Cochrane, agent for J. Fleury's Son's, Aurora, had a two furrow sulky, all of which had many admirers, but in point of work the Fleury's two furrow sulky beats them all out, doing its work beautifully from start to finish.

The judges were Mr. McAdam Bell, Campbellford ; James Cameron, Roseneath, and Joshua Smithson, Greystock, and the general opinion was that they performed their important duty in a very satisfactory and straightforward manner, which was no easy task where there was so many good ploughmen, and such close competition, the awards were as follows :

Class I.

1st prize, Thos. McLean, York Mills, gold medal, value $40.00.

2nd prize, Geo. Marquis, Sunderland, cistern pump, value $6.00, and cash, $15.00, $21.00.

3rd prize, Fred. Waldon, Lakefield, binder cover, value $3.00, and cash, $12.00, $15.00.

4th prize, Wm. Milliken, Hagerman, clock, value $2.50, and cash, $7.50, $10.00.

Class II.

1st prize, J. Henderson, Lang P. O., pair solid gold cuff buttons, value $6.00, and cash, $24 00, $30.00.

2nd prize, D. D. Henderson, Lang P. O., plough, value $15.00, and cash, $7.00, $22.00.

3rd prize, John Friese, Peterborough, a silver sugar bowl, value $4.00, and cash, $12.00, $16.00.

4th prize, Job Wheeler, Warsaw, a horse collar, value $3.00, and cash $8.00, $11.00.

Class IV. (Boys in Stubble).

1st prize, John Marquis, Sunderland, a plough, value $15.00, and cash, $13.00, $28.00

2nd prize, Frank Buck, Otonabee, cash, $18.00.

3rd prize, Jos. Duffis, Otonabee, cash, $12.00.

4th prize, M. Duffis, Otonabee, cash, $8.00.

The day's proceedings were brought to a close after the reading of the prize list and paying the prizes to the successful competitors, on the ground at the secretary's tent, by the committee inviting the judges and ploughmen to a supper at the Morgan House, an invitation they were ready to accept, and with a zest which only ploughmen have.

Taking all things into consideration we feel our meeting was a decided success, seeing that we have had no matches for a number of years. We believe it will infuse new life into our old ploughmen, and that the boys will also be inspired to take hold and try their skill next year if we have a county match, which I

believe we will. The local committee were Robt. Vance, Ida; H. Humphries Hastings, president, East Riding Agricultural Society, and Wm. Rutherford, South Monaghan; president, West Riding Agricultural Society, County of Peterborough, the last named being chairman of the committee (Mr. P. R. Palmer, Belleville, and Mr. J. C. Snell, Edmonton, being on as representing divisions Nos. 4 and 6). We also had a visit from Mr. H. Wade, of Toronto, the secretary of the Agriculture and Arts Association, who expressed himself as being well pleased with the match.

All of which is respectfully submitted.

WM. COLLINS,
Secretary-Treasurer, Ploughing Match.

PLOUGHING MATCH.

Ploughing match of the Wentworth Pioneer Ploughing Club and the Ontario Agriculture and Arts Association to be held on the farm of J. W. Gage, Esq., opposite James' Race Track and present occuiped by J. W. Shuttler, on Wednesday, 5th November, 1890.

PRIZE LIST.

Champion Class Long Ploughs.—For men with long ploughs, open to the world, 1st prize, by Ontario Agriculture and Arts Association, $15.00; 2nd, $8.00; 3rd, $6.00; 4th, $4.00; 5th, $2.00.

Second Class.—For men with long ploughs who have never taken a first prize at any open match, 1st prize, by Ontario Agriculture and Arts Association, $15.00; 2nd, $8.00; 3rd, $6.00; 4th, $4.00.

Third Class.—For boys under 18 years of age, with long ploughs, 1st prize, by Ontario Agriculture and Arts Association, $15.00; 2nd, $8.00; 3rd, $6.00; 4th, $4.00.

Jointer Ploughs—First Class.—For men with jointer ploughs, 1st prize, by Ontario Agriculture and Arts Association, $15.00; 2nd, $8.00; 3rd, $6.00; 4th, $4.00.

Second Class.—For men with jointer ploughs who have never taken a first prize in any open match, 1st prize, by Ontario Agriculture and Arts Association, $15.00; 2nd, $8.00; 3rd, $6.00; 4th, $4.00; 5th, $2.00.

Third Class.—For boys under 18 years of age with jointer ploughs, 1st prize, by Ontario Agriculture and Arts Association, $15.00; 2nd, $8.00; 3rd $6.00; 4th, $4.00.

Sulky Ploghs—First Class.—For men with sulky ploughs, 1st prize, by Ontario Agriculture and Arts Association, $15.00; 2nd, $8.00; 3rd, sealskin vest given by Oak Hall, valued at $6.00; 4th, $4.00.

Boy's Class.—For boys under 18 years of age, 1st prize, a jointer plough given by J. H. Grout & Co., Grimsby, valued at $15.00; 2nd, $8.00; 3rd, $6.00 4th, $4.

Special Prize List.

Iron Ploughs—Champion Class, Men.—Whip, valued at $2.00, given by Morgan Bros., Hamilton, for best beginning; sett of whiffletrees, valued at $3.50, given by Patrick Doherty, Ancaster, for best finish.

Second Class, Men.—Whip value $2.00. given by Jolley & Sons, Hamilton, for best beginning; neckyoke, valued at $1.50, given by Charles Goodbrand, Ancaster, for best finish.

Boy's Class.—Pair of boots, value $2.00, given by Robt. Hopkins, Hamilton, for best beginning; hat, valued at $1.00, given by R. P. Leask, Hamilton, for best finish.

Jointer Ploughs—First Class, Men.—Neckyoke, valued at $1.50, given by W. G. Guest, Ancaster, for best beginning; neckyoke, valued at $2.00, given by Thomas Heddle, Caledonia, for best finish.

Second Class, Men.—Dundas *Banner* for one year, for best beginning; weekly *Spectator* for one year, for best finish.

Boy's Class.—Whip, valued at $1.50, given by E. T. Hinds, Caledonia, for best beginning; whip. valued at $2.00, given by John Earl, Caledonia, for best finish.

Sulky Plough—First Class, Men.—5 packages of condition powder, given by B. W. Donnelly, Ancaster, for best beginning; box of cigars, valued at $2.50, given by J. S. Lillis, Hamilton, for best finish.

Boy's Class—Comb and brush, valued at $1.50, given by Blaicher & Reche, Hamilton, for best beginning; weekly *Times* for one year, for best finish.

Best Groomed Horse and Kept Harness.

First Prize.—Silver cup, given by Wm. Hendrie, value $15.00.

Second Prize.—Daily *Times* for one year, valued at $6.00 and $2.00 cash.

Third Prize.—Daily *Spectator* for one year, valued at $6.00.

Fourth Prize.—Daily *Herald* for one year, valued at $3.00 and $1.00 cash.

Fifth Prize.—Hardware, given by Bowman & Moore, Hamilton, value $3.00.

Sixth Prize.—Groceries, by H. W. Sewell, Hamilton, valued at $1.00.

Oldest and Youngest Ploughman.

For the Oldest Ploughman on the field.—Box of cigars, valued at $2.50, given by John Robertson, Hamilton.

For the Youngest Ploughman.—Whip, by E. Kraft, Hamilton, value $1.50.

100 Yards Race—Open to all Ploughmen.

First Prize.—Box cigars, valued at $2.50, given by Thomas Robinson, Hamilton.

Second Prize.—Whip, valued at $1.50, given by Philp & Son, Hamilton.

Third Prize.—Scarf, value at $1.00, given by Gavin Morton, Carluke.

SPECIAL CONTRIBUTIONS OVER $1.00.

George Roach, $5.00 ; ex-Mayor Doran, $5.00 ; P. Grant & Sons, $5.00 ; Geo. E. Tuckett & Son, $5.00; W. H. Gillard, $5.00 ; John A. Bruce & Co., $5.00; Nicholas Awrey, M.P.P., $5.00 ; Hon. J. M. Gibson, M.P.P., $5.00 ; Lucas, Park & Co., $5.00 ; Davis & McCullough, $3.00 ; Wood, Vallance & Co., $3.00 ; John Dickenson, $2.00 ; Robt. Evans & Co., $2.00 ; John H. Park, $2.00 ; J. W. Gage, $2.00 ; Wm. Gowland, $2.00 ; C. A. McArdle, $2.00.

RULES AND REGULATIONS.

1. No assistance will be allowed to ploughmen, except in setting stakes and measuring lands ; in boy's class assistance will be allowed.
2. The uniform depth to be not less than six inches, except for shaping the land.
3. Each ploughman to plough at the rate of one acre in eighteen hours.
4. All ploughmen to be on the ground by 9.00 o'clock a.m., and ready to start at 9.30 a.m.
5. Any person interfering with the judges in the discharge of their duties will forfeit their prize, if entitled to any.

Directors.—Geo. Roach, John Dickenson, Henry Christie, James Stewart, Judson Horning, E. A. Colquhoun, Alfred Harris, John Young, Samuel Hildreth, Walter Tweedle, E. Corman, Geo. E. Tuckett and J. M. Lottridge.

Honorary Directors.—Messrs. Dawson, Awrey and Rykert, (members of the Ontario Agriculture and Arts Association); Robert Smith, Walter Hood, Reginald Æ. Kennedy, J. W. Smith. F. M. Carpenter, M.P., Wm. Hendrie, James Pickard, Isaac Geddes and Simon Hyslop.

MAJOR WALKER, President. JOHN EUSTICE, Vice-President.

ALEX. SIMPSON, 2nd Vice-Prident. DANIEL HAMILTON, Sec'y-Treas.

JOHN B. CALDER, Time Keeper.

RENFORTH, 13th November, 1890

MR. WADE,
Secretary.

DEAR SIR,—I send you a list of the prizes awarded at the Wentworth Pioneer Ploughing Match as promised, also a bill with the prize list.

CHAMPION CLASS—LONG PLOUGHS.

1st prize, Robert Hood, Township Seneca.
2nd prize, Walter Tweedle, Township Saltfleet.
3rd prize, James H. Springstead, Township Saltfleet.
4th prize, Sam Smith, Township Glanford.
5th prize, James Chapman, Township Onondaga.

SECOND CLASS—LONG PLOUGHS.

1st prize, Wm. Captain, (Indian), Township Tuscarora.
2nd prize, Peter Door, Township Ancaster.
3rd prize, Robert Martin, (Indian), Township Tuscarora.
4th prize, James M. Jackson, Township Caistor.

BOYS UNDER 18 YEARS—LONG PLOUGHS.

1st prize, James Hamilton, Township Ancaster.
2nd prize, David Smith, Township Glanford.
3rd prize, Haney Doherty, Township Caistor.

FIRST CLASS—JOINTER PLOUGHS.

1st prize, Charles Hildreth, Township Saltfleet.
2nd prize, James Hildreth, Township Saltfleet.
3rd prize, Henry Christie, Township Glanford.
4th prize, John English, Township Ancaster.

SECOND CLASS—JOINTER PLOUGHS.

1st prize, Joseph Penford, Township Saltfleet.
2nd prize, Robert Kelly, Township Glanford.
3rd prize, Wm. H. Hildreth, Township Caistor.
4th prize, Thomas Bush, Township Ancaster.
5th prize, Willard Smith, Township Glanford.

BOYS UNDER 18 YEARS—JOINTER PLOUGHS.

1st prize, Ernest Harris, Township Saltfleet.
2nd prize, Charles E. Horning, Township Ancaster.
3rd prize, Walter Young, Township Caistor.
4th prize, H. M. Christie, Township Glanford.

SULKY PLOUGHS—FIRST CLASS.

1st prize, Wm. M. Smith, Township Barton.
2nd prize, A. Pearson, Township Saltfleet.
3rd prize, Joseph Bates, Township Glanford.

BOYS UNDER 18—SULKY PLOUGHS.

1st prize, Edward Marshall, Tapleytown.
2nd prize, Nolton Smuck, Township Glanford.

BEST GROOMED HORSES AND KEPT HARNESS.

1st prize, John Young, Township Ancaster.
2nd prize, Wm. M. Smith, Township Barton.
3rd prize, Joseph Penford, Township Saltfleet.
4th prize, David Smith, Township Glanford.
5th prize, John English, Township Ancaster.
6th prize Jonah Marshall, Township Saltfleet.

FOOT RACE—100 YARDS.

1st prize, J. A. McMicking.
2nd prize, R. Martin, (Indian).
3rd prize, W. Smith.
4th prize, A. Pearson

DANIEL HAMILTON,
Secretary-Treasurer Ploughing Match.

I visted the above ploughing match and was very much pleased with the work in all the classes, notwithstanding the wetness of the field; was satisfied that these matches do a great deal of good by stirring up the young men, and causing them to improve themselves. The sulky plough now works very well and is easily managed; at one plough a boy of 10 years was making good work and at another a man of nearly 80. It was unfortunate that N. Awrey, M.P.P., was summoned by sickness in his family just as we were going to drive to the grounds. J. C. Rykert, M.P., of St. Catharines, who always takes great interest in all matters pertaining to agriculture, was there. Mr. Wm. Dawson, of Vittoria, the other member of the Council for that division was also unfortunately detained at home. It was a lovely day and everything passed off well. A good lunch was provided for the officials and ploughmen. Mr. Rykert and I visited the well-known farm of Mr. Tuckett, and inspected his horses.

H. WADE,
Secretary.

PROVINCIAL PLOUGHING MATCH.

A Provincial ploughing match will be held on the farm of Mr. J. McDonald, Con. 6, Vespra, three miles from Barrie, on Wednesday, October 22nd, under the auspices of the Agriculture and Arts Association of Ontario.

PRIZES.

1. First class, open to all, any kind of a plough, 1st $20.00, 2nd $10.00.

2. Second class, open to men who have not taken a medal or diploma. Wrought iron plough barred. 1st $20.00, 2nd $10.00, 3rd $7.00, 4th $4.50.

3. Open to boys from 16 to 19 years, on stubble ground, 1st $10.00, 2nd $5.00, 3rd $2.50, 4th $1.00.

4. Open to boys under 16 years, on stubble ground, 1st $8.00, 2nd $4.00, 3rd $2.00, 4th $1.00.

5. Open to Sulky ploughs, any make, 1st $8.00, 2nd $4.00, 3rd $2.00, 4th $1.00.

Parties competing for any of the above prizes must pay the sum of one dollar to the secretary to help defray expenses. Competitors to draw for position on grounds on the morning of the match. Ploughing to begin at 10 o'clock a.m.

Committee.—Messrs. Jno. Sissons, W. Orok, H. Chappel and Dr. Bailey.

J. J. BROWN,
Secretary

To the members of the Agriculture and Arts Association:

GENTLEMEN,—The following is a report of the ploughing match held under the auspices of this association for the districts.

The day being fine a large number attended to witness the ploughman's skill or to enter into competition for the prizes offered, there being at least 500 people on the ground.

The competion amongst over thirty ploughmen for the first place was very keen, and on the whole the work well done. Much interest was taken by the spectators and great satisfaction expressed on account of the liberal grant given by this association which has prompted a number to offer subscriptions towards a county match next year. The Barrie *Advance* congratulated the association on the success of the match and feels satisfed, with more attention given to this branch of industry better results would accrue to the tillers of the soil.

The following is the prize list:

FIRST CLASS—MEN.

1st, Spencer Crowley, $20.00.
2nd, Wm. Addison, $10.00.
3rd, Dawson Thomas, $5.00.

SECOND CLASS—MEN

1st, W. H. Pattison, Innisfil, $20.00.
2nd, D. Beath, Oro, $10.00.
3rd, R. Tranaghan, Vespra, $7.00.
4th, Jos. Rand, Oro, $4.00.

FIRST CLASS—BOYS FROM 16 TO 19 YEARS.

1st, Wm. Chappell, Oro, $10.00.
2nd, Geo. Nelson, Innisfil, $5.00.
3rd, Chas. Wattie, Vespra, $2.50.
4th, Ray McKinley, Vespra, $1.00.

SECOND CLASS—BOYS UNDER 16 YEARS.

1st, Jos. Gearns, Oro, $8.00.
2nd, Andrew Standen, Vespra. $4.00.
3rd, Wm. Campbell, Oro, $2.00.
4th, Wm. Oronek, Vespra, $1.00,

SULKY PLOUGHS.

1st, W, G. Ross, $8.00.
2nd, R. Ross, $4.00.
3rd, P. Knapp, $2.00.
4th, Geo. Hart, $1.00.
Total for prizes, $125.00. Expenses $28.75.

The judges in the first and second classes: F. Ambler, Simon Chappell, Geo. Nelson.

Judges in third class and sulky ploughs: E. A. Little, Wm. Patterson, Wm. Warnico.

All which is respectfully submitted,

JONATHAN SISSONS,
Crown Hill.

Moved by Mr Snell, seconded by Mr. Morgan—

That the report of Mr. Secretary Wade on his recent trip to Great Britian giving his impressions of British agriculture and agricultural shows be accepted and ordered to be printed in the annual report of the association.

Moved by Mr. Snell, seconded by Mr. Simmons—

That provided a suitable building can be secured this association hold a spring show in the city of Toronto in conjunction with the Clydesdale and other stock breeders' associations.

Moved by R. Vance, seconded by Mr. Dawson

That as the Prince of Wales' Prize is still in our hands we recommend that it be offered at our spring show in Toronto in March, if we hold one, if not then that it be given to the Clydesdale Association for their spring show in lieu, of the gold medal usually offered.

Moved by Mr. Awrey, seconded by Mr. McPherson

That this Council regrets to learn of the intentions of P. R. Palmer, Esq., to no longer place his services at the disposal of No. 4 Division as their representative on the Board of Agriculture and Arts, and further expresses the hope that his life may be long spared to render service to his province.

Moved by N. Awrey, seconded by J. Sissons

That an additional sum be granted the Fat Stock Club of Guelph to make up our proportion of the amount exceeding $500 on the Prize List. Carried.

A committee consisting of the president, A. Rawlings, N. Awrey, H. Wade and the Hon. John Dryden were appointed to wait upon the mayor of Toronto at an early state, *re* spring show buildings.

REPORT OF THE SEVENTH ANNUAL ONTARIO PROVINCIAL FAT STOCK SHOW, HELD UNDER THE AUSPICES OF THE AGRICULTURE AND ARTS ASSOCIATION OF ONTARIO AND THE FAT STOCK CLUB OF GUELPH, IN THE CITY OF GUELPH, DECEMBER 10TH AND 11TH, 1890.

OFFICERS:

President.....J. C. Snell, Edmonton.
1st Vice-President.....Walter West, Guelph.
Treasurer.....J. W. Easton, Guelph.
Secretary.....Henry Wade, Toronto.
General Superintendent.....H. Wright, Guelph.

COMMITTEE OF MANAGEMENT

From the Agriculture and Arts Association of Ontario.

Messrs. J. C. Snell, Edmonton; J. C. Rykert, M.P., St. Catharines; R. Vance, Ida; N. Awrey, M.P.P., Binbrook; C. M. Simmons, Ivan.

From the Fat Stock Club of Guelph.

Walter West, Guelph.
W. Sharpe, Everton.
J. M. Tyson, Guelph.
Prof. T. W. Shaw, O. A. C., Guelph.
James Taylor, Mosborough.
James Anderson, Guelph.
William McCrae, Guelph.
H. Wright, Guelph.
L. O. Barber, Guelph
Wm. Cowan Guelph.
W. R. Elliott, Guelph.
E. Parkenson, Eramosa.
Alf. Hales, Guelph.
Walter Laing, Eden Mills.
W. Laidlaw, Guelph.
R. Buchanan, Gourock.
Robert Irving, Nassagaweya.
George Taylor, Rockwood.
Thos. Waters, Rockwood.
J. W. Easton, Guelph.
James Millar, Guelph.

Judges on Cattle.—G. F. Frankland, Toronto; Richard Gibson, Delaware; J. W. Dunn, Toronto.

CLASS I.

THOROUGHBRED CATTLE OF ANY BREED.

SEC. 1.—STEER, 1 AND UNDER 3 YEARS AND 6 MONTHS.

1st prize, $15. 2nd prize, $10. 3rd prize, $5.

1. Thos. Nelson & Sons, Bow Park, Brantford, "Ingram's Faith," Jan. 27th, 1889; 682 days, S H.
2. do do do do "Young Ingram," Feb. 12th, 1889; 669 days, S H
3. do do do do "Cumbrian," Feb. 22nd, 1889, 656 days, S H.
4. do do do do "Douglas," Jan. 10th, 1889, 699 days, S H.
5. Wm. Snyder & Son, Brampton, "Baron Knoyle, 16th=9495=June 25th, 1887, 1263 days, S H.
6. J. & W. B. Watt, Salem, "Soloman."
7. Jas. Oke & Sons, Alvinston, "Snow Flake," S H.

1st premium to Soloman, exhibited by J. & W. B. Watt, Salem.
2nd do to Ingram's Faith, exhibited by Thos. Nelson & Sons, Bow Park, Brantford.
3rd do to Steer, exhibited by J. Oke & Sons, Alvinston.

SEC. 2.—COW THAT HAS HAD A CALF 3 YEARS AND OVER.

1st prize, $12. 2nd prize, $8. 3rd prize, $4.

1. Thos. Ballantyne & Son, Stratford, "2nd Missie of Midpath," =12594=Nov. 10th, '86, 1490 dy's, SH.
2. J. & W. B. Watt, Salem, "Fancy Princess 2nd,"=9069=Dec. 18th, 1885, 1817, S H.
3. Robert Dow, Barnett.

1st premium to 2nd Missie of Midpath=12594=exhibited by Thos. Ballantyne & Sons, Stratford.
2nd do to Fancy Princess 2nd=9069= do J. & W. Watt, Salem.
3rd do to cow exhibited by Robert Dow, Barnett.

CLASS II.

GRADES OR CROSSES OF ANY BREED.

SEC. 1—STEER OR HEIFER 3 AND UNDER 4 YEARS.

1st prize, $15. 2nd prize, $10. 3rd prize, $5.

1. Jas. Oke & Sons, Alvinston, "White Prince."
2. do do do "Maud."
3. F. McCallum, Milton, "McCallum More."

1st premium to steer White Prince, exhibited by Jas. Oke & Sons, Alvinston.
2nd do heifer Maud, do do do do
3rd do steer McCallum More do F. McCallum, Milton.

SEC. 2.—STEER 2 AND UNDER 3 YEARS.

1st prize, $15. 2nd prize, $10. 3rd prize, $5.

1. Walter West, Guelph, "Duke."
2. do do "Murray."
3. Wm. Smith, Eramosa, "Dominion Boy."
4. Jas. Oke & Sons, Alvinston, "Davy."
5. Alex. Brockie, Fergus, "Duke."

1st premium to Dominion Boy, exhibited by Wm. Smith, Eramosa.
2nd do Davy, do Jas. Oke & Sons, Alvinston.
3rd do Duke, do Alex. Brockie, Fergus.

SEC. 3.—STEER 9 MONTHS AND UNDER 2 YEARS.

1st prize, $12. 2nd prize, $8. 3rd prize, $4.

1. Wm. Sharp & Sons, Everton, "Duke of Fife."
2. Jas. Oke & Sons, Alvinston, "Little Dainty."
3. Thos. Waters, Rockwood, "Sandy," March 5th, 1889.

1st premium to Little Dainty, exhibited by Jas. Oke & Sons, Alvinston.
2nd do Sandy, do Thos. Waters, Rockwood.
3rd do Duke of Fife, do Wm. Sharp & Sons, Everton.

SEC. 4.—COW THAT HAS HAD A CALF, 3 YEARS AND OVER.

1st prize, $15. 2nd prize, $10. 3rd prize, $5.

1. Wm. Sharp & Sons, Everton, "Bessie."
2. Jas. Oke & Sons, Alvinston, "Bella."
3. Wm. Snyder & Sons, Brampton.

1st premium to cow, exhibited by Wm. Snyder & Sons, Brampton.
2nd do Bessie, do Wm. Sharp & Sons, Everton.
3rd do Bella, do Jas. Oke & Sons, Alvinston.

SEC. 5.—HEIFER UNDER 3 YEARS AND OVER 9 MONTHS.

1st prize, $12. 2nd prize, $8. 3rd prize, $4.

1. Wm. Sharp & Sons, Everton, "Lillie."
2. Jas. Oke & Sons, Alvinston, "Lady."
3. do do do "Daisy."
4. J. & W. B. Watt, Salem, "Annie Rooney."
5. Wm. Snyder & Sons, Brampton.

1st premium to Annie Rooney, exhibited by J. & W. B. Watt, Salem.
2nd do Daisy, do Jas. Oke & Sons, Alvinston.
3rd do heifer, do Wm. Snyder & Sons, Brampton.

SEC. 6.—CALF, STEER OR HEIFER UNDER 9 MONTHS.

1st prize, $8. 2nd prize, $6. 3rd prize, $4.

1. Wm. Spencer, Guelph, "Lady Garfield."
2. do do "Maggie Bell."

1st premium to Lady Garfield, exhibited by Wm. Spincer, Guelph.
2nd do Maggie Bell, do do do

CLASS III.

SWEEPSTAKES FOR CATTLE.

SEC. 1.—BEST STEER OF ANY AGE OR BREED.

Silver Cup, value $60, by "Farmers Advocate," London.

1. Wm. Sharp & Sons, Everton.
2. Jas. Oke & Sons, Alvinston.
3. Thos. Nelson & Sons, Bow Park, Brantford,
4. Wm. Snyder & Sons, Brampton,
5. J. & W. B. Watt, Salem.
6. Alex. Brockie, Fergus.
7. F. McCallum, Milton.
8. Walter West, Guelph.
9. Wm. Smith, Eramosa.
10. T. Waters, Rockwood.

Premium to "White Prince," exhibited by Jas. Oke & Son, Alvinston.

SEC. 2.—BEST FEMALE OF ANY AGE OR BREED.

$15, by Chris. Reinhart, Guelph.

1. Wm. Sharp & Sons, Everton.
2. Thos. Ballantyne & Son, Stratford,
3. Jas. Oke & Sons, Alvinston.
4. Wm. Snyder & Sons, Brampton.
5. J. & W. B. Watt. Salem,
6. Robert Dow, Barnett.
7. Wm. Spencer, Guelph.

Premium to "Maud," exhibited by Jas. Oke & Sons, Alvinston.

CLASS IV.

SPECIAL.

BEST FAT ANIMAL, ANY AGE.

A Cup, known as the "McAteer Cup," value $60, to be won twice by one man and with a different animal. The Cup to remain in possession of the club until won the second time. Second year of competition. Won first year by Thos. Ballantyne, Stratford.

1. Wm. Sharp & Sons, Everton.
2. Thos. Ballantyne & Son, Stratford.
3. Jas. Oke & Sons, Alvinston.
4. Thos. Nelson & Sons, Bow Park, Brantford.
5. Wm. Snyder & Sons, Brampton.
6. J. & W. B. Watt, Salem.
7. Alex. Brockie, Fergus.
8. F. McCallum, Milton.
9. Walter West, Guelph.
10. Wm. Smith, Eramosa.
11. T. Waters, Rockwood.
12. Robert Daw, Barnett.
13. W. Spincer, Guelph.

Premium to 2nd Missie of Neidpath,=12594=exhibited by Thos. Ballantyne & Sons, Stratford.

JUDGES ON SHEEP.—W. G. Gam, Fergus; Henry Arkell, Arkell; Wm. Thomson, Elora.

CLASS V.

SHEEP—LONG WOOLED, LINCOLNS, LEICESTERS, COTSWOLDS AND THEIR CROSSES.

SEC. 1.—WETHER, 2 AND UNDER 3 YEARS.

1st prize, $8. 2nd prize, $6. 3rd prize, $4.

1. John Rutherford, Roseville, "Sandy."
2. do do "Robin Hood."
3. do do "Dick."

1st premium to Sandy, exhibited by John Rutherford, Roseville.
2nd do Robin Hood, do do do
3rd do Dick, do do do

SEC. 2.—WETHER, 1 AND UNDER 2 YEARS.

1st prize, $8. 2nd prize, $6. 3rd prize, $4.

1. John Kelly, jr., Shakespeare, "Tom," Leicester.
2. John Rutherford, Roseville, "Sambo."
3. Mrs. Eliza A. Somers, St. Marys, "Duke," April 7th, 1889, 612 days, Leicester.
4. Robt. Irving, Nassagaweya.
5. T. Waters, Rockwood, "Prince of Wales," Cotswold.
6. do do "Cotswold Chief," Cotswold.
7. Geo. Weeks, Glanworth, "Glanworth Chief."

1st premium to Duke, exhibited by Mrs. Elizabeth A. Somers, St. Marys.
2nd do wether, do Robt. Irving, Nassagaweya.
3rd do Sambo, do John Rutherford, Roseville.

SEC. 3.—WETHER UNDER 1 YEAR.

1st prize, $6. 2nd prize, $5. 3rd prize, $3.

1. John Kelly, jr., Shakespeare, "Dick," Leicester.
2. W. E. Wright, Glanworth.
3. do do do
4. W. H. Beattie, Wilton Grove, "Beattie's No. 1."
5. do do do "Beattie's No. 2."
6. John Rutherford, Roseville, "Andrew.
7. do do "Peter."
8. T. Waters, Rockwood, "Cotswold Lad," Cotswold.
9. Jas. Laidlaw, Guelph, "Tom."
10. W. R. Fisk, New Germany.
11. W. E. Wright, Glanworth, "Jack."

1st premium to Dick, exhibited by J. Kelly, jr., Shakespeare.
2nd do Cotswold Lad do T. Waters, Rockwood.
3rd do wether, do W. E. Wright, Glanworth.

SEC. 4.—EWE, 2 YEARS AND OVER.

1st prize, $8. 2nd prize, $6. 3rd prize, $4.

1. John Kelly, jr., Shakespeare, "Susan," Leicester.
2. Wm. Oliver, Avonbank, "Lady Geary."
3. Robert Irving, Nassagaweya.
4. do do
5. Thos. Waters, Rockwood, "Maud."
6. W. H. Beattie, Wilton Grove.
7. L. O. Barber, Guelph.

1st premium to ewe, exhibited by W. H. Beattie, Wilton Grove.
2nd do Lady Geary, do Wm. Oliver, Avonbank.
3rd do Susan, do John Kelly, jr., Shakespeare.

SEC. 5.—EWE, 1 AND UNDER 2 YEARS.

1st prize, $8. 2nd prize, $6. 3rd prize, $4.

1. John Kelly, jr., Shakespeare, "Mary." Leicester.

1st premium to Mary, exhibited by John Kelly, jr., Shakespeare.

SEC. 6.—EWE UNDES 1 YEAR.

1st prize, $6. 2nd prize, $5. 3rd prize, $3.

1. John Kelly, jr., Shakespeare, "Jeannie," Leicester.
2. W. H. Beattie, Wilton Grove, "Beattie's No. 3."
3. do do do "Beattie's No. 4."
4. Jas. Laidlaw, Guelph, "Bell."
5. Thos. Waters, Rockwood, "May."

1st premium to Jeannie, exhibited by John Kelly, jr., Shakespeare.
2nd do Bell, do W. H. Beattie, Wilton Grove.
3rd do May, do Thos. Waters, Rockwood.

SEC. 7.—PEN OF 5 LAMBS.

1st prize, $6. 2nd prize, $5. 3rd prize, $3.

1. W. H. Beattie, Wilton Grove.
2. Gee. Taylor, Rockwood, "Minnie," "Kate," "Mary," "Ettie," "Ruth."
3. Jas. Laidlaw, Guelph.
4. W. E. Wright, Glanworth.
5. Jas. Laidlaw, Guelph.

1st premium to Geo. Taylor, Rockwood.
2nd do Jas Laidlaw, Guelph.
3rd do do do

CLASS VI.

MIDDLE WOOLLED SHEEP, DOWNS AND THEIR CROSSES.

SEC. 1—WETHER, 2 AND UNDER 3 YEARS.

1st prize, $8. 2nd prize, $6. 3rd prize, $4.

1. Richard Gibson, Delaware, "His Lordship."
2. John Rutherford, Roseville, "Campbell."
3. do do "Franklin."
4. do do "Stone."
5. Jas. G. Wright, Guelph, "Fritz."

1st premium to Campbell, exhibited by J. Rutherford, Roseville.
2 nd do His Lordship, do Richard Gibson, Delaware.
3rd do Franklin, do J. Rutherford, Roseville.

SEC. 2.—WETHER, 1 AND UNDER 2 YEARS.

1st prize, $8. 2nd prize, $6. 3rd prize, $4.

1. John Rutherford, Roseville, "Harry."
2. do do "John."
3. do do "Mane."

1st premium to Harry, exhibited by John Rutherford, Roseville.
2nd do John, do do
3rd do Mane, do do

SEC. 3.—WETHER, UNDER 1 YEAR.

1st prize, $6. 2nd prize, $5. 3rd prize, $3.

1. W. E. Wright, Glanworth.
2. W. H. Beattie, Wilton Grove, "Beattie's No. 5."
3. John Rutherford, Roseville, "Cole."
4. do do "Winter."
5. W. R. Fisk, New Germany.

1st premium to Wether, exhibited by W. R. Fisk, New Germany.
2nd do Cole, do John Rutherford, Roseville.
3rd do Winter, do do do

SEC. 4.—EWE, 2 YEARS AND OVER.

1st prize, $8. 2nd prize, $6. 3rd prize, $4.

1. John Hill, Cumnock, "Nancy."
2. do do "Rose."
3. W. E. Wright, Glanworth.
4. W. H. Beattie, Wilton Grove, "Beattie's No. 6."
5. do do "Beattie's No. 7."
6. Rebert Irving, Nassagaweya.
7. do do
8. do do

1st premium to Ewe, exhibited by W. E. Wright, Glanworth.
2nd do do do Robt. Irving Nassagaweya.
3rd do do do do do

SEC. 5.—EWE, 1 AND UNDER 2 YEARS.

1st prize, $8. 2nd prize, $6. 3rd prize, $4.

1. W. H. Beattie, Wilton Grove, "Beattie's No. 8."
2. do do "Beattie's No. 9."
3. do do

1st premium to Beattie's No. 8, exhibited by W. H. Beattie, Wilton Grove.
2nd do do No. 9 do do
3rd do do do do

SEC. 6.—EWE, UNDER 1 YEAR.

1st prize, $6. 2nd prize, $5. 3rd prize, $3.

1. W. H. Beattie, Wilton Grove, "Beattie's No. 10."
2. do do "Beattie's No. 11."
3. W. R. Fisk, New Germany.

1st premium to Beattie's No. 10, exhibited by W. H. Beattie, Wilton Grove.
2nd do exhibited by W. R. Fisk, New Germany.
3rd do Beattie's No. 11," exhibited by W. H. Beattie, Wilton Grove.

SEC. 7.—PEN OF FIVE LAMBS.

1. W. H. Beattie, Wilton Grove.
2. John Rutherford, Roseville.
3. Jas. Laidlaw, Guelph.
4. W. R. Fisk, New Germany.

1st premium to Jas. Laidlaw, Guelph.
2nd do W. R. Fisk, New Germany.
3rd do John Rutherford, Roseville.

CLASS VII.

SWEEPSTAKES FOR SHEEP.

SEC 1.—WETHER, ANY AGE OR BREED.

Prize $8.

1. John Kelly, jr., Shakespeare.
2. Richard Gibson, Delaware, "His Lordship."
3. John Rutherford, Roseville.
4. W. H. Beattie, Wilton Grove.
5. W. E. Wright, Glanworth.
6. Mrs. E. A. Somers, St. Mary's.
7. Robt. Irving, Nassagaweya.
8. T. Waters, Rockwood.
9. Geo. Weeks, Glanworth.
10. J. Laidlaw, Guelph.
11. J. G. Wright, Guelph.
12. W. R. Fisk, New Germany.
13. John Hill, Cumnock.

ium to John Rutherford, Roseville

SEC. 2.—EWE, ANY AGE OR BREED.

Prize, $6.

1. John Hill, Cumnock, "Nancy." Shr.
2. John Kelly, jr., Shakespeare. Lei.
3. Wm. Oliver, Avonbank, "Lady Geary."
4. W. E. Wright, Glanwotth.
5. Robt. Irving, Nassagaweya.
6. Thos. Waters, Rockwood.
7. W. H. Beattie, Wilton Grove.
8. L. O. Barber, Guelph.
9. W. R. Fisk, New Germany.

Premium to W, E. Wright, Glanworth.

JUDGES ON HOGS.—John Tuck, Mosborough; J. A. McHardy, Guelph; John Alison, jr., Galt.

1st premium to Johnnie, exhibited by R. Dorsey, Burnhamthorpe.

CLASS VIII.

HOGS, ANY BREED.

SEC. 1.—BARROW, 1 AND UNDER 2 YEARS.

1st prize $8. 2nd prize, $6. 3rd prize, $4.

1. R. Dorsey, Burnhamthorpe, "Johnnie."

SEC. 2.—BARROW UNDER 1 YEAR.

1st prize, $6. 2nd prize, $5. 3rd prize, $3.

1. Thos. McCrae, Guelph, "Sambo,"
2. Geo. Fyfe, Gourock.

1st premium to Barrow, exhibited by Geo. Fyfe, Gourock.
2nd do Sambo, do Thos. McCrae, Guelph.

SEC. 3.—SOW, 1 AND UNDER 2 YEARS.

1st prize, $8. 2nd prize, $6. 3rd prize, $4.

1. R. Dorsey, Burnhamthorpe, "Jennie,"
2. do do "Lizzie."
3. Robt. Irving, Nassagaweya.
4. Robt. Buchanan, Gourock "Bessie".
5. L. O. Barber, Guelph.
6. do do

1st premium to Sow, exhibited by Robt. Irving, Nassagaweya.
2nd do Jennie, R. Dorsey, Burnhamthorpe.
3rd do Bessie, Robt. Buchanan, Gourock.

SEC. 4.—SOW, UNDER 1 YEAR.

1st prize, $6. 2nd prize, $5. 3rd prize, $3.

1. Thos. McCrae, Guelph, "Sally."
2. R. Dorsey, Burnhamthorpe, "Florence Nightingale."
3. Geo. Fyfe, Gourock.
4. Geo. Clayton, Morden, "Bessie."

1st premium to Sow, exhibited by Geo. Fyfe, Gourock.
2nd do Bessie, do Geo. Clayton, Morden.
3rd do Florence Nightingale, exhibited by R. Dorsey, Burnhamthorpe.

CLASS IX.

SWEEPSTAKES FOR HOGS.

SEC. 1.—BEST HOG OF ANY AGE BREED OR SEX.

Prize, $8.

1. Thos. McCrae, Guelph.
2. R. Dorsey, Burnhamthorpe.
3. Robt. Irving, Nassagaweya.
4. Robt. Buchanan, Gourock.
6. Geo. Fyfe, do
6. Geo. Clayton, Morden.
7. L. O. Barber, Guelph.

Premium to Robt. Irving, Nassagaweya.

CLASS X.

DRESSED POULTRY, DRAWN, HATCHED IN 1890.

JUDGES ON POULTRY.—Jas. Goldie, Guelph; Geo. Tolton, Guelph; G. Minton, Guelph.

SEC. 1.—PAIR DRESSED TURKEY COCKERELS.

1st prize, $2.50. 2nd prize, $1.50. 3rd prize, $1.

1. Wm. Young, Guelph.
2. Jos. Tomalin, Brampton.
3. Geo. Fyfe, Gourock.
4. J. Anderson, Guelph.
5. W. H. Beattie, Wilton Grove.
6. Walter Laing, Eden Mills.

1st premium to Jos. Tomalin, Brampton.
2nd do Geo. Fyfe, Gourock.
3rd do Wm. Young, Guelph.

SEC. 2.—PAIR DRESSED TURKEY PULLETS.

1st prize, $2.50. 2nd prize, $1.50. 3rd prize, $1.

1. Wm. Young, Guelph.
2. Jos. Tomalin, Brampton.
3. do do
4. Robt. Buchanan, Gourock.
5. Geo. Fyfe, do
6. J. Anderson, Guelph.

1st premium to Jos. Tomalin, Brampton.
2nd do Geo. Fyfe, Gourock.
3rd do J. Anderson, Guelph.

SEC. 3.—PAIR DRESSED GANDERS.

1st prize, $2.50. 2nd prize, $1.50. 3rd prize, $1.

1. Jos. Tomalin, Brampton.
2. Robt. Buchanan, Gourock.
3. J. Anderson, Guelph.

1st premium to Robt. Buchanan, Gourock.
2nd do Jos. Tomalin, Brampton.
3rd do J. Anderson, Guelph.

SEC. 4.—PAIR DRESSED GEESE.

1st prize, $2.50. 2nd prize, $1.50. 3rd prize, $1

1. Jos. Tomalin, Brampton.
2. Robt. Buchanan, Gourock.
3. J. Anderson, Guelph.
4. Walter Laing, Guelph.

1st premium to Robt. Buchanan, Gourock.
3nd do Walter Laing, Eden Mills.
3rd do Jos. Tomalin, Brampton.

SEC. 5.—PAIR DRESSED DRAKES.

1st prize, $2. 2nd prize, $1.50. 3rd prize, $1.

1. Jos. Tomalin, Brampton.
2. do do
3. Mrs. Thos. Card, Guelph.
4. Robt. Buchanan, Gourock.
5. Geo. Fyfe, Gourock.
6. J. Anderson, Guelph.
7. Walter Laing, Eden Mills.

1st premium to Jos. Tomalin, Brampton.
2ud do Geo. Fyfe, Gourock.
3rd do Mrs. Thos. Card, Guelph.

SEC. 6.—PAIR DRESSED DUCKS.

1st prize, $2. 2nd prize, $1.50. 3rd prize, $1.

1. Jos. Tomalin, Brampton.
2. Mrs. Thos. Card, Guelph.
3. Robt. Buchanan, Gourock.
4. Geo. Fyfe, do
5. J. Anderson, Guelph.
6. Walter Laing, Eden Mills.

1st premium to Jos. Tomalin, Brampton.
2nd do Geo. Fyfe, Gourock.
3rd do Mrs. Thos. Card, Guelph.

SEC. 7.—PAIR DRESSED COCKERELS.

1st prize, $2. 2nd prize, $1.50. 3rd prize, $1.

1. Jos. Tomalin, Brampton.
2. Mrs. Thos. Card, Guelph.
3. Robt. Buchanan, Gourock.
4. Geo. Fyfe, do
5. do do
6. Walter Laing, Guelph.

1st premium to Mrs. Thos. Card, Guelph.
2nd do Robt. Buchanan, Gourock.
3rd do Geo. Fyfe, do

SEC. 8.—PAIR DRESSED PULLETS.

1st prize, $2. 2nd prize, $1.50. 3rd prize, $1.

1. Jos. Tomalin, Brampton.
2. Mrs. Thos. Card, Guelph.
3. Robt. Buchanan, Gourock.
4. Geo. Fyfe, do
5. Walter Laing, Guelph.

1st premium to Mrs. Thos. Card, Guelph.
2nd do Walter Laing, Guelph.
3rd do Geo. Fyfe, Gourock.

SEC. 9.—DRESSED TURKEY-COCK, ANY AGE.

1st prize, $3. 2nd prize, $2.

1. Jos. Tomalin, Brampton.
2. Geo. Fyfe. Gourock.
3. J. Anderson, Guelph.
4. J. Tomalin, Brampton.
5. Walter Laing, Guelph.

1st premium to Jos. Tomalin, Brampton.
2nd do J. Anderson, Guelph.

SEC. 10.—DISPLAY OF DRESSED POULTRY HATCHED IN 1890.

Prize, $5.

1. Jos. Tomalin, Brampton.
2. Robt. Buchanan, Gourock.
3. Geo. Fyfe, do
4. Walter Laing, Guelph.

Premium to Jos. Tomalin, Brampton.
Highly commended to Geo. Fyfe, Gourock.

SEC. 11.—HEAVIEST TURKEY.

Prize, $2.50.

1. Jos. Tomalin, Brampton.
2. W. H. Beattie, Wilton Grove.
3. Walter Laing, Guelph.

Premium to Jos. Tomalin, Brampton.

The seventh annual Ontario Provincial Fat Stock Show, held in Guelph this year under the auspices of the Agriculture and Arts Association of Ontario and the Guelph Fat Stock Club, was a very successful one, both in point of exhibits and attendance. Part of the Western Hotel stables had been set apart for the accommodation of the cattle, a good part of the yard had been roofed in as a show ring and to accommodate the sheep and pigs, while five electric lights lit up the place in great style, and all the inside accommodation Mr. McAteer had was placed at the disposal of the officers and directors of the show. This was all done without charge, and many were the complimentary allusions heard on all sides as to Mr. McAteer's generosity and public spirit. Though the display of stock was not equal in quantity to those of the old days, and the prizes, too, were not so large, yet a vast improvement is noticeable in the quality, and nothing but a very extra beast now stands any sort of a show. All the entries were on the ground by Wednesday afternoon, and the judging took place in the evening before a large crowd of deeply interested visitors. Ald. Frankland's object lessons as to the kind of animal to raise for the English market were much relished by his auditors.

FINANCIAL RESULTS OF SEVENTH PROVINCIAL FAT STOCK SHOW HELD IN GUELPH IN 1890.

J. W. EASTON, Treasurer, in account with Agriculture and Arts Association.

DR.

To cash cheque from A. & A. Association	$300 00
" Guelph Fat Stock club	200 00
" entry fees	169 50
" *Farmers' Advocate* cup, value	60 00
" McAteer cup, value	60 00
" cheque Ag. & Arts, additional	37 50
" gates	56 25
	$883 25

CR.

By cash prizes	$562 50
plate donations	120 00
judges	15 00
printing and advertising	85 45
general expenses, Toronto	29 25
" Guelph	71 05
	$883 25

Examined and found correct.

HENRY WADE,
Auditor.

REPORT OF A VISIT TO ENGLAND AND SCOTLAND IN 1890, BY HENRY WADE, SECRETARY AGRICULTURE AND ARTS ASSOCIATION.

I have concluded to make this report somewhat in the form of a diary, enumerating from day to day during my visit what transpired. As an ocean voyage is familiar to a great many people, it will suffice to say that on a Sunday morning, the first day of June, we arrived at the cove of Moville. What a change from the ocean to see the beautiful hills and fields of old Ireland, so green and inviting to the eye, also our first old castle ruins was observed in this delicious cove. The afternoon was spent in steaming down the Irish Sea, seeing Scotland and Ireland on either side of us and later on the Isle of Man, thus viewing at one time the land belonging to all three of these wonderful islands, which jointly make the most wonderful and beautiful country in the world. We landed at Liverpool about nine o'clock in the morning, left there at eleven for London. Before reaching Crewe, a city of over 24,000 inhabitants, we pass through a fertile district noted for Cheshire cheese; the next large town is Stafford, 68 miles on our journey, and is the county town of Staffordshire. Lichfield is the next large town, has a very fine cathedral, and is the birthplace of Dr. Johnston. We pass also through Nuneaton, Coventry and Rugby, all noted towns, and then rapidly approach London, passing Harrow-on-the-Hill, a noted school for boys. We arrived at Euston at 3.30 p.m. after a very pleasant ride in a little bit of a carriage, as they call them; the country was beautiful, everything in the way of flowers were in full bloom and the trees in full leaf, the grain quite high and green, while in places they had commenced to cut the grass; the hedges and roads are beautiful, nothing is straight neither roads, hedges or fields; the dwellings as a rule are very old, chiefly built of brick and in some cases still covered with straw thatch. Some hedges were nicely clipped and some had grown up straggling and full of flower. After a day's rest in London I took train to see the great Derby; unfortunately it rained almost continuously, which quite spoiled the fun of the sporting community. I never saw so many umbrellas in my life; it was surmised that there were about a million people on the grounds. The favourite, Surefoot, did not win, but Sainfoin did. It was a wonderful sight, every kind of conveyance from the four-in-hand drag down to the costermonger's donkey cart was there, and the amount of lunching done was something marvellous. I returned to the city again in the evening. The next day was spent seeing some of the sights in the great city.

Early on Friday, the 6th of May, I left for the ancient city of Rochester to visit the Bath and West of England, the second show in importance in England. Rochester is only about thirty miles from London. I went up the London, Chatham and Dover railroad and reached my destination by 9.30 a.m. The journey down through the fertile county of Kent was a pleasure, everything so beautifully green. The city is on the banks of the Medway river, which is navigable from the ocean, all the way up to the city. It was walled and fortified 1,290 years ago. Some of the old walls are visible yet. A wonderful bridge spans the river to Stroad, which has been built lately. It takes the place of one that had been in existence 460 years, and was built by Richard Knowles, a noted general in the reigns of Richard II. and Edward III. On the Rochester side is an esplanade, with an old inn of very curious architecture, and above on Roley Hill is the celebrated ruins of the castle. It is a Norman relic, and what remains standing is 100 feet high, and the wall at the base is 13 feet thick and

at the top eight feet. This castle was built in 1077 on the site of a still older one; the mortar is harder than the stones. The castle was besieged by King John in 1215, and partly destroyed. The openings in the walls are very strange, some to carry off smoke, and others for other purposes. The ruins are nearly covered with ivy, with branches at the base nearly six inches in diameter. They are the home of pigeons innumerable. The remains of an old draw-bridge are plainly visible. The Rochester cathedral is also one of the oldest in the country, having been built A.D. 600. It is very curious and old fashioned, and does not look like a place of worship for modern people. The curious old fashioned tombs and inscriptions are a marvel to a Canadian. The work of restoring the cathedral is going on, not making it modern but restoring it. After gazing on all these historic scenes I made my way to the show grounds, at which I was more at home, amongst modern people and animals. The management was very kind and gave me several introductions to English exhibitors, and later on I met W. H. Beaty, of Wilton Grove, and D. H. Dale, of Glendale, who were over buying sheep. We lunched together and enjoyed a chat. I have given a description of this show in the *Live Stock Journal* of Toronto, so do not go into details here, and as the English shows are pretty much all of the same character, I now give a general description of my impressions of English and Scotch shows that I visited during my trip, and my recollections of the grand stock exhibited.

The men and women engaged in agriculture, from the nobleman down through the ranks of the gentleman farmer, the tenant farmer, and the farm labourer constitute a fine class. They are happy, healthy, jolly, well-to-do, well informed, splendid judges of animals and have not the care-worn, anxious bilious look of many of our American farmers. When it is considered that an ordinary fat Southdown sheep can be sold on the farm for $15, and an average fat beast for $100, that their pastures are good all the year round, and that they do not raise much grain, you do not wonder at the magnificent appearance of their countrymen and women. Consequently they do not work as hard as Canadians. This is one of the impressions brought away from an English show.

Another is that they understand the art of raising and breeding animals better than we do. Their horses are the best in the world. They have them of all kinds and sizes, from the Shetland pony to the immense cart-horse, and the intervening breeds are there in rich perfection. It is the country to which we all go to renew our stock. Their hunters are unsurpassed, their racers and coach horses unrivalled, and all well broken and groomed. To a great extent horses are the attraction to an English show. The grand stand is crowded all the afternoon when the prize horses are in the ring. After that comes the jumping of hurdles and this mild excitement beyond the legitimate show, quite satisfies the people who are watching. In the counties the horses, as well as the riders, principally gentlemen, are well known, and the jumping power of the horses are well criticised, the ladies being capital judges.

Their cattle also are of the best, each county or group of counties having a breed of its own originated at home. The Devons are found in the south of England, the Sussex and Herefords in the centre of England, and the Shorthorns in the north. I do not say that the other breeds are not all over England, but that in these counties the perfection and quantities of each local breed are brought out. The Jerseys and Alderneys are very largely owned all over England, and, as in this country, are largely exhibited, more in number than the beef breeds are. In Scotland, the Polled Angus, Galloways, Ayrshire and West Highland are found at their homes, and the best of their kinds at the shows.

Still the pure bred cattle are not nearly as numerous as the cross-breds; everything is crossed, using pure bred sires, so as to give the best quality to the beef and mutton for the daily market. The prices obtained for pure bred animals are startling to a Canadian.

Sheep are very numerous in England and Scotland, in fact, it is where all good sheep come from. They have every breed under the sun, and they excel us very greatly in shepherding them. It is only necessary to see how trim and neat imported sheep look in comparison to our straggling wooled sheep, especially at the county shows.

Swine of all kinds are there also, each breed with its friends and new breeds just starting. They have also the finest of all breeds of poultry, selling for enormous prices. They have fine exhibits of wool of all kinds. Hops are in profusion also; England being a great beer country. They have competitions for horse shoeing. They show all kinds of pottery; sections of greenhouses with new designs for glazing also working dairies, in connection with which lectures on butter making are delivered. These are the more interesting, as all kinds of dairy utensils are on exhibition.

The immense seed establishments of England make large displays, spare no expense in advertising and put up buildings for themselves. The shows are early in the season, so there are no products of the farm, and no fine arts and ladies' work, and no expensive crystal palaces; consequently, each town or city is not so heavily taxed as with us, to erect immense buildings.

A show-yard in England looks like an immense military camp. The buildings are all covered with canvass instead of wood, as with us, and a great many tents are used, at Chelmsford, in the county of Essex; the fence around the show grounds was made of canvass, nailed on to posts in long lengths. Canvass must be as plentiful in England as wood is in this country, and what is more, there can be no duty on the goods to make them so cheap.

Another thing that impresses forcibly, is the system and order. On entering the grounds you will find boys selling catalogues of the entries, with every animal numbered, and its pedigree; and what is more, every animal will be found in the stall or pen indicated by its number, and all thoroughly classified. If there are twenty short-horned cows of one class, the twenty cows, all in a row, will be found in these buildings. Horses are found in the same way in stables that they can be seen in at any time by passing behind them.

Exhibitors in this country, as well as fair managers, have a great deal to learn. In England the entries are all made a month before the show, consequently, the catalogue is carefully prepared, and all animals numbered consecutively. Everything seems to move like clock work. The hours for judging each class, and the hours for the appearance of the prize cattle in the rings are all in the prize list or catalogues, and everything is done on the minute. In all their shows they commence judging the very first day, and give up the rest of the time to selling and parading their cattle in the ring. At one show I was at in Aberdeen, a one-day county show, the cattle being in the night before, they commenced judging at eight o'clock in the morning and had a parade in the afternoon.

The days seem to pass too quickly at an English show, although they do not have the horse trotting and amusements that we have. The most exciting thing they do is to have hurdle jumping, when the hunters have a chance to display their power of going across country, and as the riders are generally the owners of the horses, a great deal of interest is taken in it.

The displays of agricultural implements and machinery are usually very large. As there are a great many very large manufacturers they look very substantial. It looks odd to see a cart with two pairs of shafts, one beside the the other, for two horses. A great many of their machines are made from American and Canadian patterns, noticeably the reapers and mowers. But on account of the heavier crops of straw, and moister climate of the old country, they are more strongly constructed. As in this country the manufacturers of implements do business on a large scale, and are very energetic, pushing men. Shows are held in June, July and August, much earlier in the season than with us, as stock is the principal exhibit, and it is the proper time to sell to exporters. A great deal of business is done at each exhibition. Americans and Canadians are often there met hunting up something to rival their neighbors at their shows at home, and, I think, they would sometimes be afraid to mention the price they had paid for, say, a royal winner.

From the 7th to the 12th of June I stayed in London sight-seeing. I called on Sir Charles Tupper, at the Canadian offices. Did not find him at home, but was treated courteously by his assistants, and through his request was sent numerous cards of invitation, to see the public buildings in London. I called to see Mr. John Thornton, the English live-stock auctioneer; also Mr. E. Clark, secretary of the royal show, and E. J. Powell of the short-horned breeders' association. They were all very kind, and gave me a great deal of information. I visited the British and the South Kensington museums, the mint, the tower of London, the royal arsenal at Woolwich, the general post and telegraph offices, the houses of parliament, St. Paul's Cathedral and Westminster Abbey, replete with historical memories, and made my way through the never-ceasing crowds on the London streets, so wonderfully managed by a few policemen. The numerous means of locomotion by omnibusses, hansoms, underground railways—everything so substantial and good; the best pavements I ever saw, and the living so comfortable to those who can pay for it; then the old river Thames, the commercial shipping below the city, and the pleasure trips above the city, all of which must be seen to be appreciated.

On the 9th of June I visited a large horse show, held at the Royal Agricultural Hall at Islington—where John Gilpin took his celebrated ride. The show was for hunters, hacks and ponies, and was very successful, lasting six days, and where I had the pleasure of seeing the Prince and Princess of Wales with their two daughters. A good deal of leaping was done in the ring in the afternoon, There were in all 532 entries—consisting of 129 hunters, 190 hacks and ponies, 201 harness horses, and 12 stallions. The building is very large and well adapted for the purpose, seating comfortably, several thousand people.

On Thursday, the 12th, I visited the Essex county show, this year held in the town of Chelmsford, in that county. It was open to the United Kingdom, and the premiums were large. It was almost as well attended as the Bath and West, and was opened by the Prince of Wales. Sixteen thousand people paid for admission. The day I was there it rained incessantly, but was well attended; and as at Rochester and all old country shows, there was no special attractions inside, only a legitimate agricultural show. Inside the grounds they have a horse and cattle ring, with a grand stand, for which the charge was sixpence and a shilling; as in England different classes are distinguished, and they have to be accommodated according to class. Prize animals are paraded twice a day, and hurdle jumping frequently. The show of horses here far surpassed the one at Rochester. Essex is a famous horse breeding, as well as hunting county. A dog show and a horticultural show were amongst the extras to be seen at sixpence each. All the buildings were of wood, covered with can-

vass; and what was more curious, the ground was fenced in with canvass fastened to posts in long lengths, thus doing away with the necessity of large expenditures in the way of permanent buildings. When it is understood that these shows are held early in the season, and that no premiums are offered for the cereal products of the farm, and none for textile fabrics and ladies' work, it can easily be seen that the temporary buildings can be utilized, and after the show packed away, thus can be used again for the next year at some other town. The show of implements was very large, lots of reapers, mowers and wire rakes, built after the American pattern, but with somewhat heavier frame. There were also on exhibition many implements never seen in the country. It was amusing to see hay rakes of one man power, to rake hay in the fields along side of an old revolving wooden rake, and a much heavier steel horse rake than we use. Their waggons are very large and clumsy, some with two pair of shafts along side of each other. The traction engines were massive, also the threshing machines, driven by steam, quite different from ours, but, no doubt, as good. I was surprised at the number of manufacturers from all parts of England that exhibit at all the shows. There was a large show of pottery and of greenhouse and hot-bed varieties, which are rarely shown with us. Great interest is taken in flowers. The English people are extremely fond of them and they are to be seen everywhere. The show of dairy products was good. There was also a working dairy, in connection with which lectures on butter making was delivered; and a large apiary show, where a professor lectured on bees almost continuously. The show of live stock was good, there being a particularly fine display of horses, Shorthorns, Guernsey and Jersey cattle were well represented. As I said before about other shows, each locality has its favourite breeds of cattle, horses and sheep. Essex county lying next to the county of Suffolk naturally brings the Suffolk punch horse and Suffolk sheep to the front, and Suffolk horses were honored by being first put on the catalogue. There were 31 entries of stallions, and 21 of mares. They were a splendid lot, and if not equal to heavy draught horses for cart horses, would surpass them for ordinary farming purposes. Shires came next on the list. There were 33 males and 69 females, a very fair lot, and many of them with fine bone and action; the fillies were very good and serviceable. There were six thoroughbred stallions of a very powerful kind, calculated to breed hunters. I now come to a class novel to Canadians, who drive so much. A class of hunters five years old and upwards, up to carrying 14 stone or 196 lbs, and which had regularly hunted during the last season in Essex. There were 31 entries of those, and a splendid lot they were. We have very few such horses in this country: and the prices were immense, from 200 to 500 guineas. There was also a class for tenant farmers, horses to carry 13 stone or 182 lbs. There were 15 entries of these. There were 111 more entries of hunters, geldings and brood mares, of a lighter stamp. Prizes were given for the best appointed turnout, which brought to the front something we never see at home, of any account. The four-in-hand drags and tandoms of the country gentlemen, and revealed the wealth of that class in England.

In short horns, Messrs. R. Thompson of Inglewood, Penrith, Cumberland; Charles William Brierly, Rosedale, Tenbury, Worcestershire; J. Deane Willis, Bapton Manor, Codford, Wiltshire; J. J. Sharpe, Broughton, Kettering; and H. R. H. the Prince of Wales, Sandringham, were the principal exhibitors. There were 68 entries, and they made a grand display in the "marching past." There were a few red Polls of good quality on the ground; there was an immense show of Jerseys, 139 enteries, with many very fine animals. The Prince

of Wales, Lord Brooke (the President of the show), Lord Rothschild, Lord Raybrooke, and Mr. Charles M. Wade, were among the principal exhibitors. Of Guernseys there were only a few, but of good quality.

The show of sheep was excellent, the Southdowns being the first on a list on which there were 47 entries. The Prince of Wales had a very fine lot from Sandringham, and Mr. J. J. Colman, M.P. of Norwich, were among the exibitors. Of suffolks there were 28 entries: This is a class of sheep that I had never seen before, but it is now well established. By the kindness of Mr. E. Prentice, the Hon.-Secretary of the Suffolk sheep society, I was presented with the 4th vol. of the Suffolk Sheep Societies Flock Book, which gives an idea of the importance of this breed of sheep. I am sure they are well suited for Canada; they are a large, compact, black-faced sheep, resembling the Southdown in character, and wool, but about 10 per cent. larger, and proportionately longer in the leg. I give a brief description of this breed, taken from the preface to the 4th vol. as given by the Secretary:—"Suffolk sheep were originally produced by crossing Southdown rams on the original horned Norfolk ewe. These sheep are noted in 1797 in Young's view of Agriculture of the county of Suffolk. The mingling of the form and fattening properties of the Southdown, with the hardy, pure blooded, and highly bred Norfolk, resulted in a valuable type of animal, the Norfolks giving the characteristic black-faces and legs. The horns were eliminated by selection in the course of a few years. In 1859 these Southdown-Norfolks were christened 'Suffolks,' classes being given them at the Suffolk argicultural association meeting."

In 1886 the Suffolk sheep society was established, and commenced the present record, and has adopted a scale of points.

Of Hampshire-downs, there were a few shown, those of Mr. Henry Lambert of Babraham, Cambridgeshire, came to the front. Oxfordshire and Shropshire downs were exhibited together, thus showing that we were in the wrong part of England for these breeds.

The show of pigs was not large. Mr. Sanders Spencer of Hollywell Manor, St. Ives, Huntingdonshire, being the largest exhibitor of Yorkshires and Berkshires; Messrs. Sturgeon & Son, Romford, and W. John Innes, Morden Hall, Surrey, were the principal prize-takers.

I was well treated by the officials, and lunched with the mayor of the town, the secretary Mr. F. Whitmore, and the president Lord Brooke.

Chelmsford, the county town of Essex, is thirty miles from London, and contains 10,000 inhabitants. The ride there from London is interesting, as several fine towns are passed, and on leaving Essex, the farms are very good. I did not see any very good yielding fields of hay, and it was all wet. The meadows are literally yellow with buttercups, which the cattle do not seem to care for when green, although they eat them cured with the hay.

The next two or three days were spent in London, visiting the Kew Gardens, the Zoological Gardens, going to the curious old Temple church and on Monday, the 16th of July, I started with my nephew, and armed with a letter of introduction to Mr. Tate of the Queen's Shaw farm at Windsor, found him busy preparing for the royal show to be held at Plymouth. We were shown the short-horn cattle. The females were roaming about on part of the great Windsor Park, of which this farm is a portion.

The short-horns owned by Her Majesty are a very good lot. The bull, "New Year's Gift," 57,796, now used at the head of the herd, and which took the 1st prize at the Royal a few days afterwards, is a splendid animal, and was bred by Lord Lovat, Beaufort Castle, Inverness-shire, Scotland, and was sired by "Bannockburn," 49,035. We were shown three more very fine yearlings, two of

them, "Napoleon" and "Stanley" sired by "Field Marshall" 47,870, another celebrated sire, now dead, but for some time at the head of the Queen's herd. The other fellow "Paymaster," was got by "Norseman" 56,233, and out of a "Field Marshall" cow. They were roans. "Napolean" was out of a Cruikshank Nonpareil cow by "Cumberland" (46,144.) I see he was commended at Plymouth. The females of this herd are of various families, the Cawlinas have been bred by the Queen for some time, the Molly Linds by Mr. J. Bruce of Burnside, Fochabers, Scotland; the Ruths by W. Trethenу, Tregoose, Cornwall; the Camillas by S. Campbell, Kinellar, Scotland; the Daisy Gems by W. Duthie Collyne, Aberdeen; the Fawsleys came from the herd F. Leney & Sons, Wateringbury, Bates' Cattle; the Claras from W. S. Marr, Upper Mill, Aberdeen, Scotland; the Lally Booths from P. H. Rowlandson, Kirkby Stephen, Westmoreland; the Strawberry Leafs from the herd of Hugh Aylmer, West Dereham Abbey; pure Booths, Princess Josephine from the herd of Lord Polworth, St. Boswells, Scotland; the Broadhooks and Beauforte Roses from the herd of Lord Lovat of Inverness. A two year old heifer "Empress" by "Field Marshall" 47,870, out of "Eugenie" by "Prince Albert Victor" 40,479, was highly commended at Plymouth, and a yearling "Rosalind" by "Field Marshall" 47,870, out of "Ruth" 201st ,by "Star of Britain" (48,786,) took the first at Plymouth. Evidently Mr. Tate, the manager of this beautiful farm is not a stickler for any one strain of short-horns, but thinks out of the many strains he will be successful with some, as he has been already. After inspecting the short-horns, Mr. Tate kindly sent a man with us to show us the dairy cows and the royal dairy; this latter was furnished most beautifully with tiles and marble, portraits of all the Royal Family, cream pans of beautiful and rare china, and to finish up with, a broad Scotch dairymaid in charge. From there we took a short cut to the old city of Windsor, through a part of the park that is not open to the public. It is all Windsor Park for miles around. The King's Walk, a part of which we drove through on our way to the farm, is eight miles long with two rows of oak trees on either side, planted about the time of the Georges. On our walk we passed Frogmore Palace, and had a glimpse of the mausoleum in which Prince Albert is buried. We also passed quite closely to a little summer-house where Her Majesty has often breakfasted. After lunch at Windsor, in a quaint little inn on beefsteak, washed down with Devonshire cider, we proceeded to see the rest of the sights in the royal old town. First we explored St. George's and the Memorial Chapel to Prince Albert. The latter is modern inside, and perfectly beautiful, the other is very ancient, and is the burial place of many kings and queens of England. Before entering the palace we climbed up innumerable stone steps to the top of a tower, and were well repaid by the sight of one of the most beautiful pieces of country that I had ever seen, lovely parks, beautiful trees, magnificent residences and palaces, Eton College, and the town of Windsor. After that we were ushered through Windsor Palace, a number of people at a time, as at that time Her Majesty was at Balmoral. The royal residence is very beautiful, grand and historical, but uneasily often lies the head that wears a crown, so much form and ceremony is required, that I think a quiet home in Toronto will do me just as well.

The next day, Tuesday, the 17th of June, I went to Malvern to see the Herefordshire county show, but strange to say, Malvern is not in Herefordshire but in Worcestershire, an adjoining county. The journey from London is very pleasant by the Midland, by way of Worcester. Malvern is an inland health-resort, famous for its bracing air and pleasant situation. It has a beautiful Priory Church, belonging to a priory built in the eleventh century, and of perpendicular and Norman architecture. The town is built on the side of the

Malvern Hills, of which Worcester Beacon is the highest (1,444 feet high), from which is a splendid view, and from which Hereford, Worcester, Gloucester, Cheltenham, and Tewkesbury can be seen clearly. It was in olden times used to fire a beacon light upon, and was made use of for the same purpose on the jubilee year of Queen Victoria.

"Twelve fair counties saw the blaize,
From Malvern's lonely light."

The principal feature of this show was the magnificent exhibit of white-faced Hereford cattle. There were nearly 100 entries of this class alone, this being the local breed, and a splendid lot they were, all in good order. The most prominent specimens of the breed were present, including those which have already made their mark at the Bath and West of England show at Rochester a few days ago. Lord Coventry of Croome Court, Severn Stoke, Worcestershire; James Rankin, M.P., Bryngwyn, Herefordshire; and a great many more noted Hereford breeders were the principal prize winners. Their animals made a famous show in the procession. Short-horns were good but not numerous. Mr. Charles Wm. Brierly of Rosedale, Tenbury, Worcestershire, was the principal exhibitor, with the herd he had already shown in Rochester and Chelmsford. Mr. T. E. Walker of Studley Castle, Warwickshire, was quite a a prize winner. There was a large display of Jerseys, greater in fact than any class but the Herefords. There was a fine exhibit of horses, shires taking the lead, then thorough-breds, hacks, and hunters. They made a good display, and the hurdle jumping was good. Of sheep, the Shropshire Downs took the lead in numbers, and were of very good quality. Next came the Cotswolds, a very good exhibit, and a favourite sheep in Herefordshire. Strange to say, there were no swine; they were prevented from showing by the prevalence of some fever. Prizes were given to Cider and Perry, also for wool. The working dairy was on hand, with lectures every day by Miss E. A. Maidment, from the Royal Agricultural Society. There was a large display of agricultural implements of all kinds, and in one shed I came across an exhibit by the Massey manufacturing company, of Toronto; their agents who were Toronto men, informed me that they made a great many sales. My thanks are given to Mr. Alfred Edwards of Leominster, the courteous and obliging secretary.

On Wednesday, 18th June, I took an early train for London, by way of Gloucester, in order to see a fresh country, stayed a few hours in that old city, and went to see their famous cathedral, Holy Trinity, built in the 11th century, and on the site of an old monastery, built A.D. 820. The interior is curious, the cloisters are large, and were used in olden times by the citizens to take exercise in, when they were driven to take protection in the cathedral by invading forces. Edward II. is buried here, and many pilgrims used to visit his shrine, and left plenty of cash, which was used up in the building fund. Robert, Duke of Normandy, eldest son of William the Conqueror, is also buried here. It made one feel very young, marching about amongst so many relics of the past. After lunch, at which I had some double Gloucester cheese, I started again for London, by way of Swindon, passing some of the most beautiful scenery I ever saw in the Stroud valley; such trees, fields, hills and valleys it is seldom one's privilege to see. From Swindon we ran to London very rapidly.

On Friday, 20th June, I started early to go to Norfolk to inspect the herd of Hugh Aylmer, Esq., West Dereham Abbey.

It takes a little over three hours on the Great Eastern railway to reach the splendid farm of 1,500 acres owned by this gentleman in the county of Norfolk.

This part of Norfolk is known as the "Fen" country, as it is very flat, and at one time must have been very wet. It is now well drained by large ditches, from which the water is pumped to a higher level by old fashioned windmills, resembling very much the one charged on by "Don Quixote." I thought at first they were for grinding grain, but found out on enquiry they were for draining purposes. They add not a little to the picturesqueness of this very rich country. Mr. Aylmer's residence is close by the ruins of an abbey, of which a part of the walls, some of the moat and an old road to reach the grounds of the abbey are plainly to be seen. The old monks certainly had an eye for good land. as it is one of the richest and best cultivated farms I ever saw,—not park land, but rich, arable soil fit for any crop, with the grass in each pasture field affording a view never to be forgotten. The estate is divided up into several farms, each under the care of a foreman, but is all farmed by the active and energetic Mr. Hugh Aylmer, so well known to live stock circles in England and Scotland. I was met at the station and driven to the residence of Mr. Aylmer, a fine old English house, with beautiful grounds, well kept hedges, a greenhouse with geraniums and fuchsias twelve or fourteen feet high, trained up against the walls, and the general appearance of wealth, comfort and good cheer, only to be seen in its completeness in old England. To a Canadian the want of large barns, such as we have in this country to hold the grain seems strange, and the buildings for holding the cattle are all so low, still they are substantial, and in a great many instances they have been built for hundreds of years. The old ones are covered with red tiles, the later ones with slate, and now corrugated iron, and the studdings paved with cobble and other stones.

After lunch Mr. Aylmer and his secretary took me out to see the cattle. He owns about 160 head of Shorthorns, 800 head of Cotswold sheep and several Berkshire pigs. These are divided up on the several farms, so it necessitated being driven from one farm to the other. The Shorthorn females are all out on the pastures, about twenty in a field, and I say, without hesitation, that in all my life I never saw such a fine group of grand, lengthy, blocky, and exceedingly uniform animals—no small or stunted looking ones, but all built on a generous pattern, the roan color predominating; some reds and a few white ones, this being of no detriment in England. They had just as fine points and lines as the best Aberdeen Shorthorns, and were on a much larger pattern and rank highly as milkers, nursing as they do their own calves and living on their own pastures, both in summer and winter. Mr. Aylmer's Shorthorns are of a thoroughly Booth character, the best bulls procurable from Warlaby having been selected for the last twenty-five years from that herd. These, together with the herd bulls bred on the farm, have been used. Also Mr. Aylmer has, from time to time, purchased the finest Booth cows, when first class herds have been sold. The herd consists of eight tribes: the Bliss and Fames from Warlaby, the Chalks from Killerby, the Ribys trom Mr. Booth's Anna, the Flowers and Goldens from Aylesby, the Maids from Yorkshire, and the Angus Strawberries from Storrs in Northumberland. As far as possible Mr. Aylmer keeps the different tribes of cows in pastures by themselves, and it is a treat to see them,—such frames and such beefing and milking qualities, with not a bad one in the lot, and how he manages to keep them out is his own secret, which no one can unravel.

After seeing the cows I was shown the bulls and heifers; I then found out the reason why so few are brought to Canada,—It is the high prices that Mr. Aylmer gets for them. Can you imagine a Canadian farmer paying 200 guineas, or over $1,000 for a roan two-year-old, the sum paid for Knight ot Dereham (57545), out of Killerby Queen 7th, one of the Chalk family. Mr. Aylmer had ten 1889 yearling bulls by Royal Fame left out of a lot of twenty or thirty raised.

They sell from 100 up to 400 guineas, or from £400 to £1,600. He sometimes sells a younger calf for 60 guineas, or $300. Heifers sell also for large prices. To give a few examples of prices obtained from the different families, three bulls and two heifers out of Bijou, by Sir Wilfrid (37484) a Bliss cow, were sold for $1,150. From Castanet 6th, by Sir Wilfrid (37484), a Fame cow, three young bulls were sold for £400, and a yearling heifer for £105. Castanet 4th, by High Sheriff (26392), another Fame cow, is the dam of four bulls that sold for £914 10s., and also is the dam of Royal Fame (52035), a celebrated sire let to Her Majesty for the Prince Consort's Shaw farm, has also been used at Warlaby, and by Mr. Aylmer; twelve bulls used by him have been sold at an average of £175 each. The Castanet cows make a fine show. The Chalk tribe have a diversity of names, such as Clematis, Clementina, Cyclamen, Crocus, Clove, Crysanthemum, Canarienses, and other spicy and flowery names, nearly all commencing with a C., a very good plan where the family names are followed up. Four bulls from Christina sold for 525 guineas; three bulls from Cheerful for £472 10s.; five bulls from Cinderella for £682 10s. The Killerbys also spring from the Chalk family, the bulls from the Killerbys also selling for £105 a piece. Mr. Aylmer has several Ribys from the Booth Anna tribe from Studley. Of the Flower tribe Foreign Beauty by Knight of the Shire (26552), first bull calf at seven years of age, was sold for 350 guineas after earning £559. Besides, the Golden tribe from Aylesby have also made their market. The Maid tribe, from Maid of Orleans, by Knight of Windove (16349), also have established a record, two bulls from Marchioness of Lorne by Sir Wilfrid having sold for £577 10s. The Strawberry Bloom tribe are also fine animals; in fact, as I said before, I never saw such an even and good lot of Shorthorns in my life.

Mr. Aylmer also has a flock of about 800 Cotswold sheep of large frame, heavy fleeces and grand appearance. Mr. Aylmer does not exhibit now at any of the shows, but when showing some years ago he was always a large prize taker. He has a sale and letting of rams on his farm each year, which is largely attended. This year, July 24th, he sold eighty shearling rams and eighty ram lambs and shearlings averaging $54.50 each, and the lambs $43.35. Mr. Aylmer also keeps a very fine lot of Berkshire swine, also kept in good order.

The afternoon passed away much too quickly in viewing the stock. After a fine six o'clock tea, with lovely English strawberries as plump as the cattle, I had to say good-bye to my courteous host and hostess and take train for London, only wishing I could have accepted the invitation and stayed until next day, but as I had to leave next morning for Plymouth this could not be done.

On Saturday, the 21st, my nephew and myself started for Plymouth, to attend the Royal Show. We went by the Great Western, via. Bath, Bristol and Exeter, and at the rate of fifty miles an hour, through a beautiful country; it made one's eyes ache watching it. From Bristol to Exeter the train passes through a flat country, affording glimpses of the Bristol channel at Werton-Super-Mare, and Highbridge, then across country to Taunton in Somersetshire, then on to Exeter, the capital of Devonshire, with nearly 50,000 inhabitants, and like all old cities in England, the possessor of a grand old cathedral. The road from Exeter to Plymouth traverses a most varied and picturesque district and unfolds a constant panorama of changing views. We ran to Dawlish, alongside the river Exe, then past Teignmouth, to Newton Abbott, alongside of the English channel, from here to Plymouth, again across country, arriving at our destination at 3.40 p.m. Plymouth and its sister towns of Devenport and Stonehouse, the

Three Towns, as it is commonly called, with a joint population of 170,000 souls, form one of the chief ports in the Kingdom, and is in the front rank of government arsenals. The three towns are delightfully situated on the rivers Tamar and Plym. The Hoe is the well known marine parade of Plymouth, and from it a magnificent view can be obtained of the Sound, Breakwater, Drake's Island, Mount Edgcombe and surrounding scenery. We did not stay in Plymouth longer than was sufficient to secure lodgings for the week of the Royal. We then went on to Leskeard, in Cornwall, and on Sunday drove eight miles to North Hill, a village close by the farm on which my mother was born. I spent the day on the farm, visiting my mother's people, and saw the *stocks* in the old *parish* church where, no doubt, some of my mother's progenitors had been incarcerated in days gone by. Cornwall is a very interesting old county and the drives amongst the varied scenery on good old roads are very enjoyable. The climate is exceedingly mild; myrtle and hardy kinds of palms thrive in the open air. The average temperature in summer is 50° and in winter 60° Fahrenheit. The great economical importance of Cornwall arose in old times from its rich mines of copper, tin, lead and silver; but only a few of the tin ores are worked now. The hedges in the valleys are very old and full of beautiful flowers, but there is much barren moor land on the hills that cannot be cultivated. The drive through the winding gravel roads and old hedges filled with foxgloves, violets and ferns, was exceedingly pleasant. The roads were hilly and we passed many deserted copper mines and climbed up the steep roads to the top of the Cheesewring, a very curious old place, with rocks piled up on top of one another 30 feet high, and looking as if they had been put there by the hands of giants in ancient days. We had a striking view of the surrounding country, which looked like a large landscape garden. The fields are very small and green, the hedges run in every direction, nothing uniform, and on the top of every hill are deserted mines.

Monday morning, the 23rd of June, found us in Plymouth and at the show, the best managed agricultural show in the world, everything is in order and moves like clockwork, no expense being spared by the management. Gate receipts are but a secondary consideration and comfort an essential. There were three large buildings with dining room attached, substantially built, one for the directors, a great many of whom are titled gentlemen, one for the stewards or managers of the show, and another for the judges. The weather for the entire week was perfect, a bright sun and comfortable, warm weather. Here as at other shows the locality brought out exhibits and visitors entirely indigenous to the neighbourhood It was pleasant to talk to farmers who had been occupying land for fifty years, who had never bought a head of live stock except from some neighbouring farm, who have tilled their land in each spring after no more elaborate rule than in order to gain the most of what their stock suggested that they themselves would want in the next year. Their local cattle are the North Devons, cattle that can always walk no matter how fat they are. North Devons are also well known in other parts of England and America; but the South Devon or Ham cattle are a breed not known out of their own neighbourhood, and the South Devon farmer wants no better. Somebody has said that the cow for the future is to be one which spends two-thirds of her life in butter making and the other third between coming into profit in the dairy and fitting herself for the butcher. We believe that the South Hams cattle have been doing that. Milkier mothers we never saw. No carcasses more easily to be covered with beef. I got the information from good authority. They are a long legged, heavy framed, red cattle, but well adapted to the country in which they are bred. The local farmers also swear by the white faced lambs, from the ewes that by an old-fashioned custom are shorn at midsummer. They are Devon long wools,

the rams of which sometimes shear 20 lbs. of wool and the fat sheep average 80 lbs. the carcass. South Devon or Hams are another local breed. The type of these sheep may be described as showing a top knot of wool, not too heavy, a brownish face with broad dark muzzle. Black swine is another native of Devonshire. If one is not satisfied with such choice meats as these look at the ancient race of Devonshire and the Cornish people. See what they use every day on their tables at home,—clouted cream with strawberries or with deep apple pie, gooseberry pie and cider. Who would not be a west or south country man?

The show in the light horse classes was not very large and was divided into hunters, of which there were 68 entries; coach horses, 18 entries, hackneys, 31 entries; ponies—Dartmoor ponies and Exmoor ponies, 51 entries. In heavy horses the shires come next with 41 entries of very good horses from different parts of England. Clydesdales, 35 entries, and nearly all from Scotland and the north of England, and of good quality. Suffolks come next, with 55 entries, and a fine lot they were, then agricultural horses, with 10 entries, only showing that in England they do not run to all kinds of cross bred horses.

Among the cattle, Shorthorns were first on the list, and a splendid lot they were, 66 entries. In aged bulls "Challenge Cup," 57029, bred by Wm. Duthie, Aberdeen, and owned by J. D. Willis, of Codford, Wiltshire, took first prize. The rest were a good lot, in two year olds. "New Year's Gift," (57796,) owned by Her Majesty the Queen, took first. He was bred by Lord Lovat, Inverness, Scotland; the rest were very good. In bull calves, "Count Lavender," bred by J.D. Willis, took first; there were 17 in the ring. In the class of cows calved before 1887 "Molly Millicent," the Royal winner of last year, again carried away the honors as first in her class, and champion. This is, without exception, the finest Shorthorn cow I ever saw, with her beautiful head, finely developed fore quarters, grand square frame, under which is a wonderfully well shaped udder; fit to win in any dairy class, and with all is a characteristic Shorthorn, owned by R. Thompson, Inglewood, Penrith, Cumberland. This gentleman had a very fine herd there and was quite successful. I am very sorry that I was not able to accept his kind invitation to visit his herd at their home. C. W. Brierly, of Tenbury, Worcester, was also a large exhibitor. The whole display was very choice. Of Herefords there were 65 entries, and a grand lot of Devons and South Hams; of these were 87 entries and a very choice lot. I wish our friends Rudd, of Guelph, and Harper, of Cobourg, would venture to recruit their herds with some of the bulls I saw there. Of Sussex, there were 24 entries of beauties a shade larger than Devons. Of Welsh cattle there were only 4 entries of bulls; Red Polled, 24 entries of very good quality; Jerseys, 168 entries of these pets of the ladies, and of very good quality; Guernseys, 80 entries, a good lot; then came an entirely new breed, the Kerries, nearly all direct from Ireland; 95 entries of cattle about 4 feet 6 inches high, they are celebrated for being good milkers. Sheep came next with 40 entries of Leicesters; they were a good lot; Cotswolds, 27 entries. Russell Swanwick, from the Royal Agricultural College Farm, Cirencester, was the largest contributor. Lincolns, 29 entries, a good lot; Oxfordshire Down, 24 entries of good sizes; Shropshire Down, 180 entries of these grand sheep, so beautifully shown and well clipped and coloured. A great many were sold to come to America, and as much as 40 guineas was paid for first prize shearling lambs for Detroit. Of South Downs 74 entries were made and there was a very fine display, the Prince of Wales being a large exhibitors. Of Hampshire Downs there were 35 entries; Suffolks, 28 entries; DorsetHorned, 17 entries, Devon-long-wool, 42 entries; South Downs, 26 entries; Dartmoor 33 entries, and Exmoors, 12 entries.

SWINE.—There was a large and very good show. Of large whites there were 51 entries, of middle whites, 26 entries, and small whites 14. The improved Yorkshires are shown with the large whites. Of Berkshires there were 44 entries, and a grand lot from the best breeders under the heading of any other black breed; there were 29 entries. A lot of them were Essex pigs, and a finer lot of even swine of that breed, shown by W. S. Northey, of Finlay, Litton, Devonshire, I never saw. My attention was called to them by Mr. James Main, of Boyne, in Ontario. Tamworths, 52 entries, are the ugliest breed of pigs I ever saw, with great, long noses and rough looking bodies. They will never take in Canada. Of poultry there was a magnificent display, 690 entries. The display of machinery was most complete, quite a little city of sheds, with street after street. I found the "Massey manufacturing company" on hand here as well as at other shows. There was quite a collection of bees, hive honey and apiary supplies; a competition for butter makers; a working dairy, and a horse shoeing competition, also a farm prize competition the same as we have here, the entries being made this year in the neighborhood of Plymouth. I met John Campbell, jr., of Woodville, Mr. Chapman, of Ormsby, and Chapman, Springfield-on-Credit, and Mr. James Main, of Boyne, all looking for stock. Mr. Main seems to be the right man in the right place, as he knows everybody, and the prices they have to pay is startling

On Thursday, the 26th, I attended a sale of Shorthorn cattle at Tortworth Court, in Gloucestershire. I stayed at Bristol the night before, and took train from there to Charfield, two and a half miles from the court, where we were met by carriages and taken to the sale at Tortworth Court, built by the late Earl Ducie, Lord Moreton's grandfather. We drove through miles of park, with splendid trees, one chestnut girthing 50 feet in circumference. The sale was conducted in a ring in the open air, the celebrated John Thornton being the auctioneer. He uses a sand glass, and is well versed in his business. A large lunch was first given in an immense tent, where a great deal of good cheer was relished by a fine lot of English gentlemen and farmers, Lord Moreton himself presiding. His herd was established in 1875, and is of the Bates and Duchess strain. The first purchases were from Kingscote, later strains from Sidington, Ashdown, Wateringbury, Sandringham, Lathom, Osberton, Manoravan, and the Duffryn. The Sidingtons and Kirklevingtons were numerously represented, as well as the Worcesters and Wild Eyes, the Waterloos, Acombs and Barringtons. A great many celebrated Oxford bulls have been used. The cows were of large frame, and good milkers. About 60 Short Horns were sold, averaging about 40 guineas each. The highest price was 100 guineas, for Duke of Vittoria, 13th, a Waterloo bull by Duke of Barrington, 15th, 52745. Another bull, Duke of Leicester, 11th, 57209, sold for 100 guineas; he was a pure Duchess, by Duke of Barrington, 15th, 52745. This was a very pleasing day to see such a representative sale conducted by Mr. Thornton.

The next week I spent in Paris, a lovely city; but my visit there being for sight-seeing only, I shall not describe it.

On Monday, the 7th of August, I found myself visiting friends in the city of Ipswich, county of Suffolk. It is a fine old town of 51,000 inhabitants, and is on the estuary of the Orwell, being visited by large vessels. I also visited a curious old house, with a quaint chapel roof in one wing. In this house King Charles was hid after one of his battles. I visited the agricultural works of Ransomes, Sims & Jeffries, one of the largest in England, for the manufacturing of steam engines, steam threshing machines, plows and field implements of all kinds. This factory was established in 1789. It is known as the Orwell Works, and covers more than twelve acres of land, employing upwards of 1,400 men and boys. Portable steam engines and threshing machines are a specialty with them,

and every improvement has been added to make them as near perfection as possible. A great many are shipped to foreign countries. The manufacturing of plows has, for over 100 years, been made a specialty, and in 1803 Mr. Robert Ransome invented the greatest of all improvements in the plow, viz., "The patent cast chilled self-sharpening plowshare," which is now universally used. The patterns of plows made by them are numbered by thousands. They now use the chilled mould board as well. I was much pleased with the system and order maintained in their premises.

On Tuesday, the 8th of July, I visited the Royal Counties Show at Winchester, in the county of Hampshire, a city of great antiquity and of about 20,000 inhabitants. It possesses a grand old cathedral, built in 1079; also fine schools for boys—a part of one college being a very ancient castle. The country around is beautiful, and the climate in winter very mild. The show was pleasantly situated, but the weather was anything but favourable; incessant rain is not condusive to a successful show. Here we have again an agricultural society carefully developing the varieties of stock that are raised in its immediate neighbourhood. Winchester gave the place of honour in its prize list to sheep, commencing with its own local breed of Hampshire Downs, of which there were 122 entries; South Downs next, with 77 entries. There were only 11 Oxford Down sheep and 13 Shropshires, with 12 Long Wools. The show of horses was not large—72 agricultural horses, as they call them, no classes for heavy draught. The exhibit of Clydes and Shires together prove that in this respect they are behind the times. Of hunters, drivers and ponies there were only 45 entries. Of cattle the Short Horns took the lead. Her Majesty made an exhibit in this class, and New Year's Gift again got first for bulls, while Challenge Cup, owned by J. D. Willis, came second. Sussex cattle turned out well, while Devons and Herefords were not numerous. Jerseys made a great display—no less than 263 entries all alike. Guernseys, 136 entries, and a creditable lot. There were a few Kerrys as well. There was a very good show of pigs, Berkshires predominating. A little hurdle racing and jumping was done between the showers. I was accompanied by an artist friend, whom I found a good judge of cattle. The artistic eye saw symmetry and points. I saw an unusual sight for a Canadian: the mayor and city council with gowns and wigs, preceded by an usher carrying the mace. It looked rather comical in the rain. This feature would have made an attraction for friend Hill, of the Industrial. After this show I spent a few days more in London; then, on the 9th of July, I started north to visit relatives of my father in Sunderland, in the county of Durham, made several little excursions from there to neighbouring places —one to the city of Durham, to explore the wonderful old cathedral in that place. I had stopped over at York on my way up to see the minster or cathedral there. One day my cousin and I went out to Seaham Harbour by train, to visit the Clydesdale stud of the Marquis of Londonderry. By the kindness of Mr. Brydon, the manager of the estates in that neighbourhood, we had a good view of them. Here, again, a Canadian is astonished to find that everything is owned by the Marquis; the town, the harbour—or rather wharf—and even the railroad from Sunderland, are all owned by him; his coronet is on every car. The mines belong to him; he also owns an island or two in Shetland, and raises ponies by the hundreds, sending many of them to Seaham to work in the mines. The town of Seaham Harbour is sixty years old, and now has a population of 10,000 souls. Three hundred vessels can lie in its spacious docks and havens and load coal, which is the principal business of every one in the neighbourhood. The Marquis also lives here a great part of the year at Seaham Hall. His famous stud of Clydesdales was founded on a small scale in 1877 by the purchase of a few high class selected mares, chiefly of Keir, Merryton and Blackhall blood. These having

been carefully mated and bred from, and additional mares purchased as opportunity offered, the stud has increased to its present proportion—about 150 head. The predominating blood is that of Prince of Wales (673), Time o' Day (875), and Darnley (222), almost every female in the stud having blood of one of these horses in her veins, and in several cases of all three. In 1881 a spring sale was established, and has continued annually ever since. The annual draft sold has averaged thirty-four animals, the lowest average price being $270, and the highest $516—which price was obtained this year; thus showing that the stud has been gradually, under the management of Mr. Brydon, gaining in public estimation. These averages refer to the public sales only. A great many are sold by private contract at probably better prices. Messrs. Ormsby & Chapman, of Springfield-on-the-Credit, brought over two stallions from there this year. The stud has also been very successful in the show yards. The principal stallion in the stud at present is Castlereagh, a wonderful prize-winner.

The next day I spent at Newcastle-on-Tyne, a wonderful shipping and manufacturing place of 150,000 inhabitants, noted for shipping coal and steamer building, as also for its locomotives. It is the natal place of George Stephenson, and the first locomotive built by him is on exhibition there. There is a beautiful park, through a prettily-wooded little glen, presented to the city by Sir William Armstrong, of big gun celebrity.

On Monday, the 14th of July, I started to visit the birthplace of my father, at Great Aytoun in Yorkshire, accompanied by my cousin. We passed through Stockton-on-Tees and Middlesboro', both celebrated iron and coal cities. Aytoun, or, as Yorkshire men say, "Cannie Yatton," is at the foot of Roseberry Topping, the highest hill in all Yorkshire, and is celebrated as being the birthplace of Captain Cook. I found an old man of about 80 years who remembered the Wades, although it was 72 years ago that our family had left there. The little town is very ancient and as primitive as it was 70 years age. The farming country in the valleys is very good, and, as no mines are worked near the town, it retains all its primitive simplicity; has a village green, a duck-pond and an old church dating back to 1666, not used, as a new parish one is built there. The farm is called Airyholme, and, from all appearances, has not changed in the least since our people left; a brick house covered with tiles, and stables old as the hills. My recollections carried me back to many a tale told me by my father of Cannie Yatton and Newton village. One can do a great deal in a day in England, as it is not dark until between nine and ten o'clock at night, so I found time to take rail the same day to Northallerton, in Yorkshire, a quiet English town, celebrated as being the nearest town to Warlaby, the home of the Booths and Booth Short Horn cattle, established 100 years ago by Mr. Thos. Booth, of Killerby and Warlaby. He commenced with the Colling blood. To Mr. T. Booth's sagacity, followed by the consummate judgment of his two sons, John Booth, of Killerby, and Richard Booth, of Warlaby and Studley, and to the persistence of his grandsons, also good judges, in the system commenced by himself, we must ascribe the successes of the Booth family in not only maintaining, but also, as far as improvement could go, improving the characteristics of the descendants of the herd which was founded in 1790. We therefore see, to this day, at Warlaby, a herd with a history a century old in the hands of its founder's family, and bearing the characteristics stamped upon the animals by that founder, by his sons and grandsons. The stock is under the management of Mr. Wm. C. Booth, of Oran Catterick, trustee to the estate. Unfortunately I had not time to arrange with him to meet me there, as he very kindly offered to do when I met him at the Royal Show. Mr. Grainger, the herdsman, showed me the stock.

The first thing noticed was the luxuriant growth of the grass in the pastures, and the goodness of the grass was shown in the splendid condition of the cows and heifers which were getting nothing but this grass feed. I found about 80 head of Short Horns descended from old Royal Maiden, the dam of twelve calves. Down in another field I saw a nice lot of yearlings and two-year-olds, all in good order and a grand lot. The bulls were in the houses in loose stalls. King David, eight years old, a lengthy bull with an excellent coat of hair and standing up well; St. Patrick, a three-year-old by King Hal; a two-year-old, Gay Harbinger, promises well (by Royal Riby, out of Mr. T. H. Hutchinson's prize cow, Glad Tidings); also several bull calves of good quality. This visit was a great treat to me, as a student of Short Horn history, as Warlaby is a herd-book word often repeated. From Northallerton I went on to Darlington, a great market town for live stock, and stayed all night. The next day I proceeded to Gainsford, in the county of Durham, and remained a few days with relatives on my father's side, who are large tenant farmers under the Duke of Cleveland. Hilton Hall, the farmhouse, was fully 200 years old, and as good as ever. It had lately been renovated by the landlord, as had also the fences and ditches. I came to the conclusion that tenant farmers under such landlords as the Duke of Cleveland were almost better off than those who own their own farms in this country, although they pay a good rent. The work can be done on the farm so much cheaper. Women hoe turnips and work in the hay fields for eighteen pence a day, while the hands work for a very moderate wage and are very trustworthy. In walking over the farm in the morning we passed a piece of scrub with bushes where the game was protected—rabbits, partridges and wood pigeons. The adjoining farm, called "Morton Tynemouth," was a great curiosity to me, as two of the heifers imported by my uncle in 1845 were purchased and raised at that place. We also drove to a son-in-law of my host's, who has 500 acres under the same Duke. He grazes very largely, and is always buying and selling cattle and sheep—in fact, this is the chief business of all the farmers in this neighbourhood. While I was there the chief subject of conversation was how to get enough store cattle to feed. Mr. Dods wanted 100, then my host 50, and all the neighbours were clamouring for them. At the home markets they were paying £17 for them, while beef was only bringing, on an average, £20, I told them store cattle could be brought from Canada very much cheaper than that. Another thing I found out was that our stores commenced improving on English pastures at once, while Irish cattle took two weeks before they commenced laying on flesh. I was at that time far away from the shipping towns, consequently, the farmers who do not go from home much had to depend on the home markets instead of going to Sunderland or Liverpool to buy the cattle after landing. If a ship load could have been sent to Darlington market at that time they would have been disposed of readily at capital prices. Instead of the farmers there getting them at first price, the cattle go through several hands and the profit is eaten up by commissions. I was driven to Raby Castle, one of the seats of the Duke of Cleveland, who owns nearly half of the land in Durham. He has one singularity: he requires all of his tenants to whitewash the buildings and stone fences once a year. This must be done, even if some of the rent is forgiven. The castle is very old, with a moat around it. It has some handsome pictures and statuary, very fine gardens, hothouses and vineries. The park is immense, and there are over 300 deer running about in it. The Duke is over 80 years of age, and has no heir to his vast possessions. We drove through several old villages and through a magnificent farming country—such fields of turnips and crops of hay and pastures!

I left my relatives with regret on the evening of the 16th of July and went across country to the western coast of England, and stayed all night at Grange-

on-the-Sand, a sea-side watering place in the county of Cumberland, on Morecombe bay. The next day I visited the Short Horn herd of Bates cattle, belonging to the Duke of Devonshire, at Holker Hall. I found Mr. Drewry, agent for his Grace, at home, in a beautiful spot close by the Hall. The station I arrived at was Cark-in-Cartmel, on the Furness railway. Mr. Drewry kindly took me to see the herd in the adjoining fields. I found them a very good lot, indeed; consisting of Grand Duchess of Oxford, Duchess of Holkers, Baroness Oxfords, Winsomes, Barringtons and Lallys, and consisted of about 60 cattle. They had a very large sale last year of 160 head, which averaged 150 guineas a-piece. This was the best Bates herd I saw in England; but I must say, in all fairness, it was the only pure Bates herd I saw on their own pastures. Mr. Drewry having soon to leave, I was taken in hand by his secretary and escorted over Holker Hall, one of the country residences of the Duke of Devonshire. The garden and grounds were beautiful, over 100 fallow deer in the park; also a great many rare trees and shrubs, with a lovely rose garden. The climate on this west coast is temperate in winter. The Hall is comfortably and solidly furnished, the pictures very old and rare, and the portraits of the family very curious. On the farm they have a saw mill and all kinds of machinery run by steam. The little village of Holker is a curiosity. They are all employees of the Duke, and have pretty cottages covered with ivy and climbing roses of rare and beautiful kinds. The whole was a picture of rural simplicity, contentment and happiness. The old people are pensioned when past working, the little girls curtesy and the boys touch their hats. There is also a reading room filled with papers and books open to all. A Canadian can hardly grasp the idea that one man can own so much. In the afternoon I visited Lake Windermere, in Cumberland, and sailed up to Ambleside and back again. The lake is very narrow, but long. It is very beautiful, great hills looming up in the distance on either side. It only took two hours to make the round trip, and at five o'clock I started for London, arriving there at 11 p.m.

Monday, July 2nd, started early in the morning for Scotland by the Midland railway, passing through Carlisle, nine miles from the border line of Scotland, where we stop first at Gretna Junction (who has not heard of Gretna Green?), and then cross the Sark river and enter bonnie Scotland; dash on through classic ground, past Annan, the birthplace of Simon Beattie, the well-known importer of stock to Dumfries, where Burns died and is laid at rest. Changed carriages at Dumfries for the Stranraer line, passing through Dalbeatie and on to Castle Douglas, where I landed, not knowing that there was another station Brig o' Dea almost on the property of Mr. Andrew Montgomery of Nether Hall, whose kind invitation to visit him I had accepted. I was soon driven from Castle Douglas to Nether Hall, on the banks of the Dea, where I was made welcome. It is an enchanting spot, with a view from the windows of a splendid modern mansion—which should have been called the "Castle of Montgomery"—of the ancient ruins of Castle Douglas on a small island in the river, built by the Black Douglas in feudal times. I found Robert Graham, of Claremont, there, getting his supply of horses for the season, as also Mr. Wm. Montgomery, of the Banks, so I had a pleasant evening. The next morning we all started early for Wigtown, to attend the agricultural show being held there, of which the Earl of Galloway is president. Here Galloway cattle were seen on their native heath. They are first in the catalogue, and there were 70 entries for this one-day show. The Earl is a large exhibitor and also contributes largely to the premium list. His cattle were just driven in from the fields and not fitted up for show, and were a grand, sturdy lot. Then came Ayrshires, 80 entries—and what a treat it was to see such a splendid lot of milkers in their native land, and in their natural

state, just from the pastures! Of Short Horns there were only nine entries, and only ten entries of grades. We next came to Clydesdale horses, pure and simple, over 200 entries, at a country show, and a grand lot they were, of all ages—principally mares and young entire colts. The above classes are the sources of the wealth of this part of Scotland. The show of sheep was not large, and consisted principally of rams of long-wooled varieties, to be used to cross with the black-faced sheep of the native soil. There was also a fair display of cheviots. I thoroughly enjoyed this show, my first in Scotland, where Clydesdale horses, Galloway and Ayrshire cattle were the chief factors, as Shire horses and Hunters, Short Horn cattle and Jerseys are in England. I did not see any swine on the grounds. I spent another night with my kind host, and started next morning with him and Graham for Glasgow, where we stayed a few hours. I called on Mr. Arch. McNeilage, the well-known secretary of the Clydesdale Horse Association, whose name is a household word in America amongst the lovers of the Clydesdale pedigreed horse. We then pushed on to Aberdeen, a slow trip—the railways are not as fast as in England. We passed through the heart of Scotland, with its romantic and varying scenery so well described by Burns and Sir Walter Scott. We arrived at the solid granite city in good time and put up at the Hotel Douglas, and spent the evening very pleasantly chatting with the intelligent lot of farmers staying there, ready for the Royal Northern Agricultural Show, to be held at Kittybrewster, a suburb of Aberdeen, the next morning, and of which show the Earl of Aberdeen is president. I give below the programme for the day, which is certainly unique—the greatest amount of work crowded into one day I ever heard of:—

Showyard open at 5 a.m. Implements and stock gates closed at 6.45 a.m.

Judging of stock and implements to commence at 7.30 a.m.

Public admitted at 7.30 a.m. Members free. All others—from 7.30 a.m. till 12 noon, 2s. 6d.; from 12 noon till 5 p.m., 1s.; and from 5 p.m. till 8 p.m., 6d.

Horse-shoeing competitions from 9 a.m. and 2.30 p.m.

Butter-making competitions from 10 a.m. and 2.15 p.m.

Lectures on butter-making and demonstrations, 12 noon and 4 p.m.

Meeting of Polled Cattle Society at 12.30 p.m.

Meeting of committee to decide on protests, &c., at 1.30 p.m.

Public luncheon in showyard at 2 p.m. Presentation of Society's prize and challenge cups, &c.

Parades of horses and cattle at 12.30 p.m., 4 p.m., and 6 p.m., followed by driving, leaping, and riding.

No admission after 8 p.m. Yard cleared at 8.30 p.m.

As Aberdeen is a noted county for the raising of short horn cattle, the catalogue commences with them, and there were fifty-five entries, and would have been many more, had not the Highland Society embargoed all cattle shown there from being shown at Dundee on account of Aberdeen being scheduled because of pleuro neumonia. In aged bulls, there was a close thing between Fetterletter Booth (55725) owned by D. C. Bruce of Broadland, a four-year-old roan of good quality, and Sittyton Fame (55078) bred at Sittyton and owned by James Durno of Jackstown, a white bull and a good one. No objections are raised in Scotland and England to this, a thing so unusual in Canada. The first prize was given to Fetterletter Booth, the third was awarded to George Reid of Bruiach, for Lord Roseberry, a good roan bred by Wm. McDonald of Waterbury. In two-

year-old bulls, Mr. Bruce was again first for Cock of the Walk (57072), a roan and son of the winner in the aged class. Very close after him came Star of the Morning (58189), another good roan bred by the celebrated breeder Wm. Duthie of Collyme, whose acquaintance I made during this show. His bulls have been wonderfully fortunate of late in the prize ring. He is also the fortunate purchaser of a lot of the Sittyton cattle that were not shipped to South America. I was sorry I could not accept his invitation to visit his grand herd. The third prize was awarded to John Knight of Kinbrae, for White Victor, bred by John Wilson of Pirries Mill. In yearling bulls, Mr. Alex. M. Gordon of Newton, won easily with Marplot, a roan of fine quality. He is sired by a royal winner, Mario (51713), and out of Actress, bred by Mr. Gordon. Mr. James Bruce of Inverquhomery, came second with Cap-a-pie, a roan, with rather a heavy horn, sired by Clear-the-Way (47604), who sold for 140 guineas. Mr. David Nicol of Upper Auguston, came third with Mountain Gem, bred by W. S. Marr of Uppermill, out of a Mysi 73rd. "Silver King," owned by A. W. Still of Nether, Auguston, and bred by the veteran Silvester Campbell, of Kinellar, whom I had the pleasure of meeting for the first time, but of whose cattle I had seen and recorded many. In short horn cows of any age, Mr. Alex. Innes, Cushme, with a cow over 11 years of age, came first, and Campbell of Kinellar, second, with Wimple 14th, a five-year-old roan of exceptionally grand quality, by a good many thought to be the best. The third place was taken by Windsor Belle III, a roan 3 years old, bred by Lady Gordon, Cluny Aberdeen. An unusual prize to me, for best pair of breeding cows, came next, and first place was taken by David Nicol, of Upper Auguston, for Butterfly and Beatrice of Auguston, a pair of nice four-year-olds, second place was taken by D. Davidson, of Cabra, with two large cows, Annie of Lancaster IV and Annie Jane of Lancaster. In two year old heifers, the veteran S. Campbell won easily with a wonderfully grand red heifer, Maid of Promise 1st, by General Booth (54353). She took first at same show last year and at Blackburn. In my estimation that was the finest short horn on the ground. Her top line was perfect, capital in front and everywhere. I should like to see her in Canada. Second place went to A. M. Gordon, of Newton, for Marietta, by Mario (51713). Third place to a roan bred by D. Davidson, of Cabra. In yearling heifers, S. Campbell won first and fourth with Mina, a roan by Sillyton Bull Gravesend (46461) and Nonpareil, a red, by Royal James (54973). Second place was taken by Augusta XXIX, by Clear the Way (47604), bred by J. Bruce, of Inverquhomery, and third place to Pine Apple II, a roan, by James Morson, of Craigwillie. I have gone more into particulars over these Aberdeen short horns as the name of the owner and breeder are household words with us in Canada, and it was a great pleasure to me to meet the Duthies, Bruces and Campbells of Aberdeen, so well known to us. My truly regret was not seeing any of the Cruickshanks, but they have all gone out of the business.

The show of Aberdeen Polled Angus was good, about 60 entries. Amongst the exhibitors was Her Majesty the Queen, Abergeldie Mains, the Earl of Aberdeen, the Marquis of Huntley, Aboyne Castle, the Countess of Seafield Cullen House, Cap. E. Fraser of Williamston, A. Ferguson of Overhill, Lord Tweedmouth, of Guis-achan, A. Duff, of Hatton Castle, Adam Todd, Nethermills, Wm. McCambie of Skene, and several others. Her Majesty took first on herd, and the Marquis of Huntley second.

Next in interest comes the show of Clydesdale horses, 187 entries competing together, and what is more they were not all Prince of Wales and Darnley get, but a grand display of the representative Clydesdale horse of Scotland before being boiled down for the Highland Show. In aged stallions there were 10

entries, three of which were owned by Alex. McRobbie, of Sunnyside, Aberdeen. The first place was awarded to Prince of the Forest (6199), owned by C. Lawson, Mains of Cults, and bred by John Fyche Treaton, Fifeshire, sire Gallant Lad. In the class of three-year-olds there were 15 entries, 5 of which were contributed by McRobbie, of Sunnyside. Bounding Prince (4911) C. Lawson, Mains of Cults, and bred by J. Turnbull, Fauldhope, Selkirkshire, was first. McRobbie took second and third. In two year old colts, there were 36 entries, and a magnificent lot; the first place and afterwards the championship of the show was taken by Mount Royal (8065), owned by George Bean, Balquharn Mains, Pitcaple, and bred by David Mitchell, Westmill. He is sired by the well known St. Lawrence (3220), and out of Glenochiel Kate (7629), he had already taken two firsts at local shows, and afterwards at the Highland, at Dundee, took fifth place. In yearling colts there was also 36 entries, and a good lot, but not as large as we expect to see in Canada. First place was given to Sir Jacob, by Sir Maurice, out of a Darnley mare.

In mares and fillies there were nearly 70 entries. Mr. John Marr, Cairnbrogue, Oldmeldrum, won the championship for the best draught mare with Zehnet (7810), by Darnley (222), a grand mare 6 years of age and bred by Alexander Baird, Urie, Stonehasen, and of the true Clydesdale type. For three-year-old fillies W. W. H. Lumsden, of Balmedie House, took first with Lady Sybil, bred by Wm. Agnew, Baluherrie, Stranraer. She is also sired by Darnley (222). Second place was given to Alex. McRobbie, for Bonnie Annie, sire Pride of the Clans (4632). In two year old fillies, Mr. George Bean, Balquham Mains, comes first with Sunflower, bred by John Adair, Springbank, Stranraer, and got by Prince of Wales (673). Second place went to Darling, by Cairnbrogie Clamp (4274), bred and owned by John Marr, of Cairnbrogie In yearling fillies, Mr. W. H. Lumsden, was victorious with Balmedie Madeline, by Royalist (6242). She also won the Sweepstakes for best filly in the yard. A very good class was also the draught geldings, three, two and one-year-old. The show of roadster horses was very good, showing fine size and action.

The show of sheep was not very large and do not require comment, hardly any swine. A very fine show of poultry and collie dogs, for which latter large prizes are given, and the principal feature of the show. On the ground I met Messrs. Catto and McLean of Toronto, showing that the world is not very large after all. I left the same evening for Inverness, still further north, it took 5½ hours to travel about 100 miles, speed not being a consideration on the north of Scotland railways. I passed a great many good farms, and plenty of hills and valleys, most beautiful scenery. The next day I sailed through the Caledonia canal from Inverness to Oban, a grand trip right across Scotland, through a great many locks, as we were ascending the first part of the day, and descending afterwards, saw lovely scenery, mountains such as Ben Nevis, valley and streams ever changing but always beautiful, saw sheep and highland cattle on thousands of hills, landed to see a wonderful water-fall, Fall of Foyers, 90 feet in height, and revelled in the heather. At Fort Augustus we had time, while passing locks, to visit a modern Benedictine Abbey, we also passed several old castles built in ancient days; we transhipped at Fort William and steamed the rest of the day through friths to Oban, where I remained all night. The next day I took train to Crianlarich and travelled through the celebrated glens and mountains, once the home of Rob Roy, then by coach to Ardluce, through the Glen Falloch, after lunch took steamer down Loch Lomond to Inversnaid, then coach to Stronachlacher, over beautiful mountainous country, then steamed down Loch Katrine, past Ellens Isle, to the Trossachs, then by coach to Callender, passing over the

Brigg of Turk and past Loch Venacher, all so familiar to readers of Scott's Lady of the Lake. From there to Edinburgh by rail, finished a very enjoyable day. Spent Sunday and Monday in this beautiful city. Met several Toronto friends, visited the Cannongate, Cowgate and other old streets, saw the heart of Midlothian, gazed at the Calton Hill, Sir Arthur's seat, the castle and Holy rood, walked on the Leith road to that town, and took steamer to see the Forth Bridge, gazed at the Park, wandered on Princess street, and admired the colleges. Also with Dr. Smith, of veterinary fame, visited the celebrated Royal (Dick's) Veterinary College, established in 1823, where Dr. Smith received his veterinary education. It was started by the Highland and Agricultural Society of Scotland, and supported by them at first, the same as the Toronto Veterinary College was first established by the Agriculture and Arts Association. A new building was constructed in 1886, which is very commodious, and well adapted for the purpose. This college was endowed by Prof. Dick, who died in 1866. It is the only endowed Veterinary college in Great Britain. During Prof. Dick's lifetime and since his death the College has educated upwards of 1,200 veterinary surgeons, and it numbers amongst its graduates those occupying the highest and most responsible positions in the profession. Prof. Thos. Walley, M.R.,C.V.S., presides over it. The new Veterinary College of Edinbrugh is another fine new college, presided over by Prof. W. Williams, V.S., and is in good standing, having splendid lecture rooms and stables with all these good features and improvements, they are not as commodious or as largely attended as those of our distinguished townsman, Prof. Smith. Tuesday morning, 29th of July, found me in Dundee, to attend the Highland Societies' show in that city. I received every courtesy from the management. The secretary, Mr. Menzies, and Dr. Williams, V.S., introducing me to several of the directors. The Rev. W. Gillespie, editor of the Galloway Herd Book, was very kind, asking me to lunch with the directors, and favoring me into the ring to see the judging of the different classes of animals; I also met several breeders whom I had seen in England, and R. Graham, of Claremont still looking for horses for our country. The show was held on a piece of ground reclaimed from the river Tay, close by the docks, and the surface consisted chiefly of coal dust, no grass and no heather and not a bit like Scotland. The prevalance of pleuro-pneumonia in the north, also prevented a great many animals coming forward that were entered. Still the show was good. The Aberdeen, Angus and Aryshire cattle, Clydesdale horses, and black faced, Cheviott and Border Leicester sheep alone making a characteristic Scotch show. Short horn cattle come first on the list, as Aberdeenshire and other counties in Scotland are noted for them. Lord Polworth of Mertoun House, St. Boswells, made a splendid show in this class, by far the best lot on exhibition, the Aberdeen people not turning out, neither were there any English cattle; no doubt the fear of disease prevented them. In aged bulls, Mr. Horatio, Ross MacRae, of Clunes, Inverness, took first with Royal Sceptre (54987), a Duthie bull, by Field Marshall. The second went to Salisbury (56523), bred by Lord Lovat, and owned by James Matheson, of Ross-shire. The third went to Sunray (56623), also bred by Lord Lovat, sired by Bannockburn, the same as the last, and owned by Wm. Peterkin, Dunglass, Conan Bridge. In section 2, for two year olds, Lord Polworth came first with Flag of Truce, a white bull sired by Sir Arthur Irwin (44016); he also won the silver medal for best short horn bull on the ground, he also was reserved at the Royal at Plymouth. Mr. James McWilliam, of Stoneytown, Keith, took second with Eastern Star, a red of good quality, by Rising Star (54920). Third went to Mediator, a red Sylvester Campbell bred bull, by Gravesend (46461), and owned by James Thomson, Montrose. In yearlings, Lord Polworth, was first with Windsor Royal, a roan Booth, by Royal Riby (52056).

Second went to Farmer's Fancy, bred by Lord Lovat, and owned by Hugh F. Rose, of Fort George, Station. Third went to Colorado, a red bred by Mr. J. Fortescue, Aberdeen, and owned by W. J. Matheson, of Ross-shire. In cows Lord Polworth was first with Wave of Loch Leven, she was also the reserve winner at the Royal at Plymouth. Rosebud XI, by Prince Charming, took second, owned by James Scott, Kelso. Third went to Mermaid, a white cow bred and owned by James McWilliams, of Stoneytown, Keith. In two-year-old heifers, Lord Polworth was first and second, with Truth, red and white, by Sir Arthur Irwin (44016), and Countess of Irwin, red and white, by same sire. The former was also first at Plymouth. Maud, by Royal Victor (52,068), was third owned by James McWilliams, of Keith. In yearling heifers, Lord Polworth again led with Gladsome Wave, by Patrician (54785). Second went to Golden Gift, by Democrat (55560), roan, owned by McWilliams, third to Averne IX, roan, by Plantagenet (57568), owned by John Smith, Balmain, Fettercairn.

Aryshires made a fine turnout in quality, the numbers were not great, as the county of Aryshire was a good distance away. Mr. Andrew Mitchell, Barcheskie, Kercudbright, a good herd. Hugh Drummond, Mauthline; Robert Montgomerie, Lessnessock, Ochiltree; Robert Osborne, Ochiltree; R. H. Walker, West Cald; Andrew Allan, Dalry; John Lindsay, Castle Douglas; M. I. Stewart, M. P., Dumfries, Alex. Cross, Knockdon, Maybole; John Holm, Neilston; Robert Wilson, Kilbarchan, and James Wilson, Boghall, Houston, were amongst the exhibitors. I was much pleased with them and the nice way they were trimmed and handled.

Aberdeen Angus, made a magnificent display, 108 entries, of characteristic animals of a high standard of merit, the parade of these animals was worthy of a trip to Scotland. They were the gems of the show.

Galloways, made also a good display, 40 entries, of a good class, from the herd of the Duke of Buceleugh and Queensbury. James Cunningham, of Dalbeattie, and Thomas Bigger & Sons, Chapelton, Dalbeattie, being the principal exhibitors.

Highland cattle, the show of these were fine, 63 entries. I had no idea that such a fine display could be made of good sized, picturesque animals, and no doubt splendid beefers.

Clydesdale horses. The show of these fellows was magnificent, 127 entries. John Gilmour of Montrave, Leven, came first in aged horses with Prince of Albion (6178), he has also been first at the Highland for three years before, but was this year beaten for the championship, by a yearling colt, Prince Alexander, one year and two months old. Second went to David Riddell, of Paisley. for Bonnie Prince, by Prince of Wales (673), a bay, 6 years old. Third went to Peter Crawford, of Dumfries, for Look Again (5972). In three-year-olds. Darnley's Last (6663), a dark brown, owned by Wm. Renwick, of Corstorphine was first. Conspiracy, a chestnut, bred by the Marquis of Londonderry, Seaham Harbor, Durham, Eng, and owned by David Riddell, of Paisley. came second. Peter Crawford, of Dumfries, got third and fourth, with Laurence's Heir (6931), and Master Young, by Ardnacraig (4812). Two-year-olds were the strongest class shown, 21 in number. First honors went to Prince of Carruchan (8151), by Prince of Wales (673), owned by John McCaig, Stranraer. He has been let to farmers in Perth and Brechin districts for £10 a service, and £5 additional for each foal. Orlando (8092), also by Prince of Wales, came second, and is owned by James Johnston, Lochburnie, Maryhill. He was a capital mover. Peter Crawford was third with Laurence Again (7909), a good colt with grand bone

and action. In yearling colts it would hardly be possible to imagine a better than Prince Alexander, the crowning achievement of Prince of Wales as a sire, out of a mare by Darnley (222), thus having equal shares of the blood of the two most distinguished horses ever raised in Scotland. He was placed first in his class, but in competition with Prince of Albion, Darnley's Last and Prince of Carruchan, he downed all before him and gained the Clydesdale Horse Society's champion prize of £25. He was bred by Alex. Black, of Craigeneroch, Stoneykirk. It is to be hoped that Mr. Wm. Renwick, of Meadowfield, Corstorphine, the fortunate owner, paid a handsome douceur for him. It was said that £1,000 was refused for him. The second place was taken by Rosemount, a likely son of Prince of Albion (6178), bred and shown by R. & I. McAlister, Rothsay. Third place was given to Victor Erskine, a son of Lord Erskine (1744).

The females did not compare with the males in quality or style. Scottish Marchioness, by Prince Robert (7,135), breeder unknown, owner R. Scott, of Skelmurlie, not recorded, (they do not look at pedigrees so much where all are Clydes. Second, Topsman's Princess (8403), by Prince of Wales, owned by John Galbraith, of Killcarn, Lady Erskine, by Lord Erskine (1744), came third, owned by George Shepard, Tarves, Aberdeen. In three-year-old mares, the celebrated Sunrise, champion for 1889, by Darnley (222), and owned by Riddell, of Paisley, deservedly came first. She also gained the championship for this year. She was followed closely by Princess II, also by Darnley (222), bred by J. M. Hannah Girvan, and owned by Edward Balfour, of Balbirnie, Markinch, a splendid pair of mares. Third place went to Lady Mayone Erskine, by Lord Erskine, owned by W. H. Lumsden, of Balmedie, Aberdeen. Fourth went to another Darnley mare, Zehnet (7810), bred by John Marr, of Cairnbrogie, Old Meldrum. This was the best female class. There was also a class for three-year-old fillies, Montrose Gay Lass, by Garnet Cross, was first, Scottish Rose, by Darnley, owned by S. R. Scott, of Skelmurlie, was second, and Sunshine, by Macgregor (1487), bred by Wm. Montgomery, Banks, Kercudbright, and owned by David Cross, of Ingleton, Bishopton was third. In two-year-olds, as at Plymouth, Scotish Snowdrop, by Prince of Wales (673), owned by S. R. Scott, Skelmurlie, was first. Earl Candor, of Stackpole Court, South Wales, came second with Decretio, by Flashword. Lord Polworth, of St. Bosswells, was third with Conny Nairn, by Prince of Wales, sire Darnley. Yearlings were very uniform, a Prince of Wales filly, Montrave Maud, owned by John Gilmour, of Montrave, was first. A Prince Laurence filly, called Duchess II, of Girvan, owned by Robert Murdoch, of Glasgow, came second, and Balmedie Madeline, by Royalist (6242), came third. In nearly all cases, either Prince of Wales, Darnley or Macgregor blood was in the prize animals.

The show of light horses and hunters did not nearly come up to the English shows.

The show of sheep was entirely novel to me, at least the black faces, I was agreeably disappointed in finding them large, well woolled and exceedingly fine in proportion. I met Mr. Archibald, of Todlane, the owner of the best, and was pleased to compliment him on their appearance. Cheviots were out in good number, and Border Leicesters still more; they were a fine lot and I found myself more at home amongst them. There were very few Downs, Shropshires predominating. The show of pigs did not amount to much. The poultry were good.

I left Dundee at 4 o'clock p.m. for Melrose, passing through Edinburgh. The next day was devoted to visiting, first Melrose Abbey, which I did before breakfast. Then drove to Mertoun House, the residence of Lord Polworth, six

miles away, to see his herd of cattle and Border Leicester sheep. I had met the sons at Plymouth and Dundee, although they were not at home and their show stock which I had seen was at Dundee, there was plenty left, of lovely Booth short horns to feast my eyes on, but the greatest treat was to go to another farm and see his famous Leicester sheep. It was the finest lot I ever saw in my life. He sells and lets the Tups at Kelso every year and obtains immense prices for them. Several of his sheep come to Canada. Mr. Whitelaw, of Guelph, and J. Kelly, of Shakespeare, often getting rams from him. On my way back to Melrose I visited Drysborough Abbey, another lovely old ruin, and the burial place of Sir Walter Scott and his wife. The tomb is amongst the ruins, and they are all covered with ivy. Every inch in this part of the country is historical on the estate of Lord Polworth, whose family name is Scott. He is also a relation of Sir Walter. I got out to look at an old parish church and found the chain of a pillory hanging from the wall with the iron collar used to tie up refractory subjects over a century ago to the church walls in sight of every body going to church. I crossed the Tweed river on a cranky suspension bridge, and back to Melrose, then in the afternoon drove to Abbotsford, the curious and lovely old home of Sir Walter Scott, filled with all his collections of art and history. The rooms appear just as they were used by him in his life time, on the banks of the Tweed in Bonnie Scotland. This, to my regret, was my last day in this time-honored country, as by the modern means of connection I reached Liverpool that night. Spent one day in that immense shipping port, then on board the good steamer Etruria for New York, and home.

PRIZE AWARDS FOR HORSES AND CATTLE AT TORONTO, LONDON AND OTTAWA.

THOROUGHBRED HORSES.

Stallion, 4 years old and upwards.

TORONTO.

1st. Jos. G. Seagram, Waterloo, "Buffalo"; sire, Billet; dam, Belle Palmer.
2nd. Jas. Noble & Co., Owen Sound, "Gascon" (imp.); sire Arrogance; dam, Avontes.
3rd. Jas. Mannell, Toronto, "Meteor"; sire, Asteroid; dam, Maria Innis.

LONDON.

1st. Jno. B. Martyn, Forest, "Ranlagh II"; sire, Cremorne; dam, Miss Evelyn.
2nd. F. W. Schwendiman, Drayton, "Longspin"; sire, Long Tow, dam, Evelyn Caster.

OTTAWA.

1st. Robert Thompson, Ottawa.

Stallion, 3 years old.

TORONTO.

1st. Wm. Hendrie, Hamilton, "Tullochgowan" (imp.); sire, Glenelg; dam, Schott.

LONDON.

1st. J. D. O'Neil, V.S., London, "Gold Fox"; sire, Grenada; dam, Jetsam.

Stallion, 2 years old.

TORONTO.

1st. Jno. Gilkinson, Orangeville, "Faugh-a-Ballagh"; sire, Pirate Chief; dam, Lady Stamford.
2nd. Jno. Dyment, Orkney, "Gladstone"; sire, Terror; dam, Nettie.

Yearling Colt, entire.

TORONTO.

1st. Jno. Dyment, Orkney, "King John"; sire, King Bob; dam, Lucy Lightfoot.
2nd. Wm. Hendrie, Hamilton, "Early Bird"; sire, Van Dom; dam, Bonnie Bird.
3rd. Jno. Dyment, Orkney, "Bob King"; sire, King Bob; dam, Rosabella.

LONDON.

1st. Jas. Brady, Glanworth.

Stallion, any age.

TORONTO.

1st. Jos. G. Seagram, Waterloo, "Buffalo"; sire, Billet; dam, Belle Palmer.

LONDON.

1st. Jno. B. Martyn, Forest, "Ranlagh II"; sire, Cremorne; dam, Miss Evelyn.

OTTAWA.

1st. Robert Thompson, Ottawa.

Mare or Gelding, 4 years old or upwards.

TORONTO.

1st. Jno. Dyment, Orkney, "Black Bird"; sire, Big Sandy; dam, Nettie.
2nd. Jno. Dyment, Orkney, "Aunt Alice"; sire, Terror; dam, Ada
3rd. Jno. Dyment, Orkney, "Rosabella"; sire, Inspector; dam, Nettie.

Three-year-old Filly.

TORONTO.

1st. Wm. Hendrie, Hamilton, "Pibroch" (imp); sire, Glenelg; dam, Lady Planet.
2nd. Jno. Dyment, Orkney, "Allie D"; sire, Terror; dam, Nettie.

LONDON.

1st. T. D. Hodgens, London, "Kitestring"; sire, Strachino (imp.); dam, Curtolima.

Two-year-old Filly.

TORONTO.

1st. Jno. Dyment, Orkney, "Annie D"; sire, Terror; dam, Rosabella.
2nd. Jno. Dyment, Orkney, "Arrow"; sire Van Horne; dam, Aunt Alice.
3rd. Jno. Dyment, Orkney, "Volga"; sire, Francis L.; dam, Olga.

Yearling Filly or Gelding.

TORONTO.

1st. Wm. Hendrie, Hamilton.
2nd. Jno. Dyment, Orkney, "Combine"; sire, King Bob; dam, Fanny.
3rd. Jno. Dyment, Orkney, "Fanny Kirk"; sire King Bob; dam, Maggie May.

Brood Mare, with foal by her side.

TORONTO.

1st. Wm. Hendrie, Hamilton, "Bonnie Bird"; sire, Judge Curtis; dam, Bonnie Brae.
2nd. Jno. Dyment, Orkney, "Lucy Lightfoot"; sire, Big Sandy; dam, Nettie.
3rd. John Dyment, Orkney, "Maggie May"; sire, Big Sandy; dam, Nettie.

LONDON.

1st. T. D. Hodgins, London, "Curtolima"; sire, Judge Curtis; dam, Folima.
2nd. Nelson Sage, London, "Mary Williams"; sire, Barney Williams; dam, Lady of the Lake

Foal of 1890.

TORONTO.

1st. Wm. Hendrie, Hamilton, "————"; sire, Strathspey; dam, Bonny Bird.
2nd. Jno. Dyment, Orkney, "King Joe"; sire, King Bob; dam, Lucy Lightfoot.
3rd. Jno. Dyment, Orkney, "King Harry"; sire, King Bob; dam, Maggie May.

LONDON.

1st. T. D Hodgins, London, "————"; sire, Newcomb; dam, Curtolima.
2nd. T. D. Hodgins, London, "————"; sire, Newcomb; dam, Lady Lucy.

Best Mare, any age.

TORONTO.

1st. Wm. Hendrie, Hamilton, "Bonnie Bird"; sire, Judge Curtis; dam, Bonnie Brae.

LONDON.

1st. T. D. Hodgins, London.

OTTAWA.

1st. Alex. Blyth, Ottawa, "Orminda."

ROADSTER HORSES.

Stallion 4 years old and upwards, not less than 15 1-2 hands.

TORONTO.

1st. Oakdale Stock Farm, Pickering, "Forest Mambrino," 9865; sire, Mambrino Patcher; dam, by Mambrino Chief.
2nd. J. M. Whitlaw, Paris, "Tristam," 5583; sire, Oxmoor; dam, by Mambrino Patcher.
3rd. Wm. S. Taylor, Elmbank, "Belmont Star"; sire, Old Belmont Star; dam, ————

LONDON.

1st. Excelsior Stock Farm, London, "Moorelight," 9337; sire, Twilight, 315; dam, Lady Cair by American Clay.
2nd. H. McClurg, Falkirk.
3rd. J. E. Coughlin, London.

Stallion, 3 years old.

TORONTO.

1st. H. G. Charlesworth, Toronto, "Honest Wilkes" ; sire, Hambletonian Wilkes ; dam, Bay Molly.
2nd. F. W. Kennedy, Ayr, "Norvelle," 10213 ; sire, Nuggett 1398 ; dam, Vesper Bell.
3rd. Jos. Quinn, St. Catharines, "Col. Stanton" ; sire, General Stanton ; dam, May.

LONDON.

1st, F. Kelly, Glencolin, "Ruric Cossock," 6895 ; sire Don Cossock ; dam Letty Cuyler.
2nd, E. Harnam, St. Marys, "Stone River," 10368 ; sire, France, 2472 ; dam, Rigolette.
3rd, Jas. Cathcart. St. Marys.

Stallion, 2 years old.

TORONTO.

1st, W. J. Murray, Brooklin, "Ohio Wilkes ; " sire, Dunton Wilkes ; dam, Mohawk Rose.
2nd, W. P. McClure, Woodstock, "St. Jerome ;" sire, Buffalo Bill ; dam, Miss Clear Grit.
3rd, Ward Bros., Utica, "Little Frank." ——

LONDON.

1st, J. A. Dawson, "Tempo."
2nd, Thos. Hay, Ailsa Craig, "Four Lines" 11269 ; sire, Western Sprague ; dam, Egotism.
3rd, Wm. Ames, St. Marys, "Young Grit ;" sire, Chestnut Joe ; dam, by Old Clear Grit.

Yearling Colt. entire.

TORONTO.

1st. Geo. Arnold, Sutton, "King Rose ;" sire Kingsman Wilkes ; dam, Rosehill Maid.
2nd, Wesley Cline, Binbrook, ——— ; sire, Frank Ellis ; dam, by Highland Boy.
3rd. Thos. Lapslie, Seaforth, ——— ; sire, Carlisle ; dam by Old Clear Grit.

LONDON.

1st, S. P. Thompson, Innerkip, "Volunteer Wilkes ;" sire, Dillard Wilkes alias Ready Money ; dam, Vanley.
2nd, Chas. E. Bateman, Longwood, "Alpha Bell" 10941 ;" sire, Wilkes Barre, 5244 ; dam, Cassia Wilkes.
3rd, Wm. McClurg, Falkirk.

Stallion of any age.

TORONTO.

1st, W. J. Murray, Brooklin, "Ohio Wilkes ;" sire, Dunton Wilkes ; dam, Mohawk Rose.

LONDON.

Excelsior Stock Farm, London, "Moorelight," 9337.

Three-year old Gelding.

TORONTO.

1st, A. W. Green, Toronto, "Simon G. ;" sire, Sim Watson ; dam, by Telegraph.
2nd, J. B. McInally & Co., Simcoe.

Three-year old Gelding or filly.

LONDON.

1st, Drs. T. & C. Duncombe, St. Thomas, "John Shannon ;" sire, Stanton, Jr. ; dam, Leo Bell.
2nd, Lionel Robson, Vanneck.
3rd, Jas. McCartney, Thamesford, "Maud A. ;" sire, Young Clear Grit ; dam, by Grey Hero.

OTTAWA.

1st, C. McMonell, Ottawa,
2nd, J. Hulton, Ottawa.
3rd, J. A. McGregor, Brimstone Corners.

Three-year old Filly.

TORONTO.

1st, Wm. H. Speers, Oakville, "Nellie Belmont ;" sire, Belmont Star, 1989 ; dam, Daisy.
2nd, Jas. Lawrie, Jr., Mongolia.
3rd, R. M. Wilson, Delhi, "Alice K ;" sire, Lowell ; dam, Kitty R.

Two-year old Gelding.

TORONTO

1st, Claughton Bros., Utica, ——— ; sire, Scalper.
2nd, W. R. Glasby, Toronto, "Wildwood ;" sire, Wildwood ; dam, by Lapadist.
3rd, J. H. Austin, Toronto, "Barney ;" sire, Mercurio ; dam, Annie by Terror.

Two-year old Gelding or Filly.

LONDON.

1st, Ed. McClurg, "Minnie ;" sire, Chester ; dam, Nicklet,
2nd, Jas. O'Neil, Birr.
3rd, Dennis Flood, Arva.

Two-year old Filly.

TORONTO.

1st, Jas. O'Neil, Birr, "Whitefoot ;" sire, Mambrino Sprangle (imp.) ; dam, by Phenomenon, (imp.)
2nd, Morris, Stone & Wellington, Welland, "Wildflower ;" ———
3rd, Robt. Davies, Toronto, "Rose ;" sire, Sherman ; dam, Rose.

Yearling, Filly or Gelding.

TORONTO.

1st, R. M. Wilson, Delhi, "Perfection ;" sire, Waldorf ; dam, Lucy Stanton.
2nd, Isaac Wardell, Smithville, "Maud Belle ;" ———
3rd, Wm. Smith, Seaforth, "Polly B. ;" sire Johnnie B. (Tontine) ; dam, Polly S.

LONDON.

1st, R. M. Wilson, Delhi, "Perfection ;" sire, Waldorf ; dam, Lucy Stanton.
2nd, Wm. Logan, Thorndale.
3rd, Jas. McCartney, Thamesford, ——— ; sire, Young Clear Grit ; dam, by Old Harper.

Brood Mare with Foal of same breed by her side, not less than 15 1-2 hands.

TORONTO.

1st. A. R. Johnston & Co., Hanlan, "Laurie Smith ;" sire, Boston ; dam, by Royal George (C's).
2nd. Jas Kirkland, Mount Healy, "Bay Mare ;" sire, Dillard Wilkes ; dam, by Old Royal George, 9.
3rd. S. Shunk, Eagely, "Jenny ;" sire, Blucher ; dam, Imp. Mare.

LONDON.

1st. Chas. E. Bateman, Longwood, "Cassie Wilkes ;" sire, Favorite Wilkes, 3255 ; dam, Lucy Dingman.
2nd. Excelsior Stock Farm, London, "Kate ;" sire, Major Hunter ; dam, by Campbell's Leopard.
3rd. Robt. Row, Avon, "Minnie."

Foal of 1890.

TORONTO.

1st. Jas. Kirkland, Mt. Healy, "Frank Ellis" 7397.
2nd. C. A. Kelly, West Toronto Junction, "King Forest ;" sire, Forest Mambrino ; dam, Kate.
3rd. H. G. Charlesworth, Toronto, "Bunker Wilkes ;" sire, Honest Wilkes ; dam, Lady Bunker.

LONDON.

1st. Excelsior Stock Farm, London, "Faal ;" sire, Sardine ; dam, by Major Hunter.

Pair Matched Horses (geldings or mares) in Harness, 15 3-4 hands and under

TORONTO.

1st. J. Clark, Brampton, "Nettie ;" sire, Boston ; dam, Jessie. "Stella," sire, Boston ; dam, Jessie.
2nd. R. & S. Porter, Milton West, "Speils," "Floss."
3rd. Isaac Anderson, Toronto, "Maud ;" ———. "Belle," sire, Fulton ; dam, by St. Lawrence.

LONDON.

1st. Dr. Routledge, Lambeth.
2nd. F. S. Lawrason, St. George.
3rd. Jas. McCartney, Thamesford, "Mary Mac ;" sire, Orphius ; dam, by Black Hawk Morgan. "Flora L," sire, Gen. Stanton ; dam, ———

OTTAWA.

1st. M. Beasons, Ottawa.
2nd. W. Bothwick, Ottawa.
3rd. W. Young, Broostat.

Single Horse (Gelding or Mare) in Harness, 15 3-4 hands and under.

TORONTO.

1st. Robert Davies, Toronto, "Idle Brock.
2nd. Moorehouse & Pepper, Toronto.
3rd. R. M. Wilson, Delhi, "Rysdyk ;" sire, Stanton, Jr. ; dam, Lady Norfolk.

LONDON.

1st. R. M. Wilson, Delhi, "Rysdyk ;" sire, Stanton, Jr. ; dam, Lady Norfolk.
2nd. J. Conn, Alvinston. "Loraine B. ;" sire, Ridgewood ; dam, Torpedo.
3rd. James McCartney, Thamesford, "Little Ted ;" sire, Whistle Jacket ; dam, ———

OTTAWA.

1st. C. McMonell, Ottawa.
2nd. J. Hutton, Ottawa.
3rd. J. A. McGregor, Brinstone Corners.

Best Mare any Age.

TORONTO.

1st. J. Clark, Brampton, "Stella ;" sire, Boston ; dam, Jessie.

LONDON.

1st. R. M. Wilson, Delhi, "Bert ;" sire, Ed. Burns ; dam, Fanny.

CARRIAGE HORSES.

Stallion 4 years old and upwards, 16 1-4 hands and over.

TORONTO.

1st. S. Hisey and Son, Creemore, "Wild Harry ;" 1265, y. c. h. s. b. Vol. 2. imp., sire, Young Emperor , dam, Ballot.
2nd. Alexander Marsh and Sons, Richmond Hill, "Prince Alexander," imp.; sire, Prince George, 235 ; dam, Osman Croft Fannie.
3rd. A. C. McMillan, Erin, "Shining Light," 1178 (imp.) ; sire, Wonderful Boy, 534 ; dam, by Herod, 218.

LONDON.

1st. Fred Row, Belmont, "Candidate," (imp.) 436 ; sire, Young Candidate ; dam, Nellie.
2nd. Dewar and Cameron, Ivan.

OTTAWA.

1st. J. J. Anderson, Dominionville, "Clear Grit, jr.;" sire, Clear Grit.

Stallion, 3 years old.

TORONTO.

1st. Jos. Cunningham & Sons, Mayfield, "Young Peacock ;" sire, Duke of Cleveland ; dam, Peacock.
2nd. D. Campbell, Bradford, "Excel ;" sire, Derby ; dam, Fannie.
3rd. H. Walker and S. Shantz, Haysville, "Drap d'Or, jr.;" sire, Drap d'Or ; dam, Sadia W.

LONDON.

1st. Jas. O'Neill, Birr.
2nd. A. A. Woodward, Strathroy, "Enterprise ;" sire, Highland Frank.
3rd. P. Curtin, Centralia.

OTTAWA.

1st. Holmes Bros, Winchester.
2nd. P. Campbell, Lachute, Que.

Stallion, 2 years old..

TORONTO.

1st. Wesley Cline, Binbrook, "———— ; sire Conklin ; dam, by Henry Clay.
2nd. R. M. Wilson, Delhi, "Howson ;" sire, Ryshawk ; dam, Lucy.
3rd. S. Hisey & Son, Creemore, "Wild Harry ;" sire, Young Emperor ; dam, Ballot.

LONDON.

1st. G. H. Cook, Ingersoll, "Lord Falmouth ;" sire, Lord Falmouth ; dam, by Dread of the Rock.
2nd. S. W. Carson, Strathroy, "Fidelis ;" sire, Hero of Chester ; dam, Susan.
3rd. John Routledge, Hyde Park.

OTTAWA.

1st. R. Stewart, Aylmer.
2nd. R. H. Wright, Aylmer.

Yearling Colt, entire

TORONTO.

1st. Wm. Tredway, Port Union, "Billy."
2nd. W. P. McClure, Woodstock, "——— ;" sire, Watchman ; dam, by G. D. of Howe's Royal George.
3rd. G. S. Fuller, Huttonsville, "'Rank ;" sire, Kingfairfield ; dam, Hazel.

LONDON.

1st. John Halborn, Belmont, "Wild Rover ;" sire, Boston, jr.
2nd. Robt. Row, Avon, "Don Cossack."
3rd. R. D. Addison, Otterville, "Sam Jones ;" sire, Luck's All.

OTTAWA.

1st. B. Bothwell, Ottawa.
2nd. W. C. Edwards & Co., Rockland.
3rd. J. Nesbit, Fallowfield.

Stallion, any age.

TORONTO.

1st. S. Hisey & Son, Creemore, "Wild Harry ;" sire, Young Emperor ; dam, Ballot.

LONDON.

1st. Fred Row, Belmont, "Candidate," (imp.), 436.

OTTAWA.

1st. J. J. Anderson, Dominionville.

Pair of Matched Carriage Horses (Mares or Geldings), not less than 16 1-2 hands.

TORONTO.

1st. The B. G. Tisdale Co., Brantford, "Colonel ;" sire, Fulton ; dam, by Royal George. "Major ;" sire, Fulton ; dam, by Royal George.
2nd. Thos. Brownridge, Brampton, "———— ;" sire, Ryshawk. ———— ; sire, Ryshawk.
3rd. Grand & Co., Toronto.

LONDON.

1st. R. M. Wilson, Delhi.
2nd. Geo. Rundle, Sparta.
3rd. T. Douglas & Son, Sparta.

OTTAWA.

1st. J. A. McGregor, Brimstone Corners.
2nd. Thos. Birkett, Ottawa.

Pair of Matched Carriage Horses not less than 15 3-4 hands and under 16 1-2 hands.

TORONTO.

1st. Grand & Co., Toronto.
3rd. Thos. Brownridge, Brampton.

Pair of Matched Light Carriage Horses (hackney or light steppers, mares or geldings) not less than 15 1-4 and not more than 15 3-4 hands.

TORONTO.

1st. E. W. Cox, Toronto.
2nd. Moorehouse & Pepper, Toronto.
3rd. F. Homer Dickson, Toronto, "Punch." "Baron Rothschild."

LONDON.

1st. R. M. Wilson, Delhi, "Lucy;" sire, Stanton, jr.; dam, Roxy. "Nelly;" sire, Stanton, jr. dam, Roxy.
2nd. J. A. Ross, London.
3rd. A. Ferguson, Birr.

Gelding, 3 years old.

TORONTO.

1st. James Smith, Highfield, "————;" sire, Duke of Cleveland; dam, Raven.
2nd. J. F. Quin, V.S., Brampton.

3 year old Gelding or Filly.

OTTAWA.

1st. J. Herbert & Son, Ottawa.
2nd. B. Bothwell, Ottawa.
3rd. J. Kennedy, Billing's Bridge.

Filly, 3 years old.

TORONTO.

1st. C. Newhouse, Campbell's Cross. "Nettie;" sire, Ryshawk; dam, Dollie.
2nd. W. C. Brown, Meadowvale, "Hattie Bell; sire, King Fairfield, 35; dam, Nell, 8.
3rd. J. B. McInally & Co., Simcoe, "Nelly;" sire, Luxall; dam, Kitt.

LONDON.

1st. R. M. Wilson, Delhi. "Daisy;" sire, Stanton, jr.; dam, Maud.
2nd. J. H. Patrick, Ilderton, "Lottie;" sire, Highland Boy; dam, Flora by Prospect.
3rd. Thos. Banting, Brinsley.

Gelding, 2 years old.

TORONTO.

1st. R. M. Wilson, Delhi, "Billy Stanton;" sire, Stanton, jr.; dam, Maud.
2nd. Thos. Irving, Winchester.

OTTAWA.

1st. R. C. Spence, Arnprior.
2nd. Alex. Kennedy, Ottawa.
3rd. J. Fairbairn, Billings Bridge.

Filly, 2 years old.

TORONTO.

1st. G. S. Fuller, Huttonsville, "Dot;" sire, King Fairfield; dam, Hazel.
2nd. Geo. C. Cheyne, Brampton, "————": sire, Goldleaf; dam, by Royal George.
3rd, Jos. Cunnington & Son, Mayfield, "Mollie;" sire, Welham; dam, Peacock.

Two year old Filly or Gelding.

LONDON.

1st. R. M. Wilson, Delhi, "Billy Stanton." (See above, Toronto.)
2nd. Excelsior Stock Farm, London, "Minnie;" sire, Middlesex; dam, by Albion.
3rd. D. C. Bell, Birr, "Lottie B.;" sire, Masher.

Yearling Filly or Gelding.

TORONTO.

1st. A. A. Gage, Mount Charles, "Lucy;" sire, King Fairfield; dam, Susan.
2nd. Smith & Spratt, Sand Hill, "Flossie;" sire, Goldleaf
3rd. A. A. Gage, Mount Charles, "May;" sire, King Fairfield; dam, Fan.

LONDON.

1st. Geo. M. Doe, Goderich.

OTTAWA.

1st. H. M. Mather, Hurdman's Bridge.
2nd. T C. Bate, Ottawa.
3rd. R. Hurdman, Hull.

Brood Mare, 16 hands and over, with Foal of the same breed by her side.

TORONTO

1st. John L. Noble, Cooksville, "———" ; sire, War Cry ; dam, ———
2nd. T. & B. Howden, Milton West, "Dolly ;" sire, Morgan Kennedy, jr. ; dam, Dollie.
3rd. S. Shunk, jr., Edgely, "Mambrino Maid ;" sire, Blucher ; dam, Imperial Maid.

LONDON.

1st. P. Cavin & Sons, North Bruce, "Juno ;" sire, Junior Britain ; dam, Nettie.
2nd. D. C. Bell, Birr, "Lady Rysdike ;" sire, J. E Rysdike ; dam, Charlotte R.
3rd. Geo. Baker, Simcoe, "Nell ;" sire, Sharp's England's Glory ; dam, Culver's mare.

OTTAWA.

1st. T. Fairbairn, Billing's Bridge.
2nd. J. Nesbit, Fallowfield.
3rd. R. Stewart, Aylmer.

Foal of 1890.

TORONTO.

1st. J. B. McInllay & Co., Simcoe, "Prince ;" sire, Luxall ; dam, by Pocahontus Messenger.
2nd. S. Shunk, jr., Edgely, "Mambrino Maid."
3rd. John Clark, Alloa, "———" ; sire, Goldleaf ; dam, by Dick Turpin.

LONDON.

1st. Geo. Baker, Simcoe, "Prince Luck's All ;" sire, Luck's All ; dam, Nell.
2nd. Chas. Guest, Ballymote.
3rd. P. Cavin & Sons, North Bruce, "Julia :" sire, Highland George ; dam, Juno.

OTTAWA.

1st. P. McIntosh, Billing's Bridge.
2nd. C. Barber, Gabenean.
3rd. A. Greson, Ottawa.

Single Carriage Horse (Gelding or Mare) in harness, 15 3-4 to 16 1-2 hands.

TORONTO.

1st. W. P. McClure, Woodstock, "———" ; sire, Chicago Volunteer ; dam, by Mambrino.
2nd. J. F. Quinn, V.S., Brampton.
3rd. F. C. Grenside, Guelph, "———" ; sire, Rysdyk ; dam, Clarion Chief mare.

LONDON.

1st. R. M. Wilson, Delhi, "Bert ;" sire, Ed. Burns ; dam, Fanny. "Dolly ;" sire Ed. Burns, dam, Fanny.
2nd. T. G. Davy, London.
3rd. Geo. Beattie, London.

OTTAWA.

1st. J. A. McGregor, Brimstone Corners.
2nd. R. Hurdman, Hull.
3rd. C. O'Reilly, Aylmer.

Single Carriage Horse (Gelding or Mare) in harness, not less than 16 1-2 hands.

TORONTO.

1st. R. M. Wilson, Delhi, "Frank Stanton ;" sire, Stanton, jr. ; dam, Fanny Morgan.
2nd. F. C. Grenside, Guelph, "———" ; sire, Goldleaf.
3rd. Thos. McQuay, Audley, "Dexter ;" sire, Robert Bonner ; dam, Minnie.

LONDON.

1st. R. M. Wilson, Delhi, "Frank Stanton ;" sire, Stanton, jr. ; dam, Fanny.

Best Mare, any age.

LONDON.

1st. R. M. Wilson, Delhi, "Nellie;" sire, Stanton, jr.; dam, Roxy.

OTTAWA.

1st. J. Fairbairn, Billings Bridge.

SPECIAL PRIZES—CARRIAGE HORSES.

Best Stallion, any age, with five of his progeny of any age or sex.

TORONTO.

1st. Orr & Harrison, Milton, "Ryshawk;" sire, Jno. E. Ryshawk; dam, Browne.

HUNTER AND SADDLE HORSES.

Saddle Horse, gelding or mare.

TORONTO.

1st. Moorehouse & Pepper, Toronto.
2nd. Grand & Co., Toronto.
3rd. R. Bond, Toronto, "———"; sire, Milesian; dam, Lady Albert.

LONDON.

1st. John Fulcher, London, "Grace;" sire, Young Judge Curtis.
2nd. John Fulcher, London, "Bonnie:" sire, Lapidist; dam, Hornpipe.

OTTAWA.

1st. W. Davis, Ottawa.
2nd. H. T. Bate, Ottawa.
3rd. A. Lanelle, Ottawa.

Hunter (heavy weight) up to 15 stone.

TORONTO.

1st. Moorehouse & Pepper, Toronto.
2nd. Jno. Johnson, Toronto, "Orkney;" sire, War Cry.
3rd. Jas. Carruthers, Toronto, "Phyllis;" sire, Revolver.
4th. J. H. Reed, V.S., Guelph, "Duster;" sire, Henry Clay; dam, by Sir Latton Sykes (imp.).

LONDON.

1st. John Fulcher, London, "Kildare;" sire, Canada Southern; dam, Vandornes.
2nd. John Fulcher, London, "Bronte."

OTTAWA.

1st. T. Glascoine, Moorewood.

Hunter (light weight) up to 11 stone.

TORONTO.

1st. F. C. Grenside, Guelph, "———"; sire, Rysdyk; dam, Clarion Chief Mare.
2nd. Grand & Co., Toronto.
3rd. F. A. Campbell, V.S., Toronto, "Dempsey;" sire, Saint James.

LONDON.

1st. John Fulcher, London, "Bonnie;" sire, Lapidist; dam, Hornpipe.
2nd. John Fulcher, London, "Maud;" sire, Toronto Chief; dam, Thoroughbred.

OTTAWA.

1st. M. Cerdinel, Ottawa.
2nd. A. H. Powell, Ottawa.
3rd. D. R. Gordon, Ottawa.

Ladies' Saddle Horse, ridden by Lady, if possible.

TORONTO.

1st. F. A. Campbell, V.S., Toronto, "Erminie;" sire, Princeton.
2nd. Moorehouse & Pepper, Toronto.
3rd. J. Archer Watson, Toronto, "Daisy Dean;" sire, Longstreet; dam by Kenneth L. Hope.

LONDON.

1st. John Fulcher, London, "Bonnie;" sire, Lapidist; dam, Hornpipe.
2nd. John Fulcher, London, "Darkie."

Horse (best leaper).

TORONTO.

1st. Moorehouse & Pepper, Toronto.
2nd. F. A. Campbell, V.S., Toronto, "Glenora."
3rd. Moorehouse & Pepper, Toronto.

LONDON.

1st. John Fulcher, London, "Sadie."
2nd. John Fulcher, London, "Bonnie;" sire, Lapidist; dam, Hornpipe.

Best Saddle Hunter or Ladies' Horse.

Moorehouse & Pepper, Toronto, "Roseberry."

SPECIAL PRIZES—FOR HUNTERS—HIGH JUMPING.

Light Weight Green Hunters, carrying not less than 154 lbs., best performance over four successive jumps, 4 ft., etc., etc.

TORONTO.

1st. Moorehouse & Pepper, Toronto.
2nd. F. C. Grenside, Guelph.

Heavy Weight Green Hunters, carrying not less than 175 lbs., etc., etc.

TORONTO.

1st. Moorehouse & Pepper, Toronto, "Tempest"
2nd. J. Johnson, Toronto.

Light-Weight Qualified Hunters, carrying not less than 154 lbs., etc., etc.

TORONTO.

1st. Moorehouse & Pepper, Toronto.
2nd. Grand & Co., Toronto.
3rd. Moorehouse & Pepper, Toronto.

Heavy Weight Qualified Hunters, carrying not less than 175 lbs., etc., etc.

TORONTO.

1st. Jas. Carruthers, Toronto, "Phyllis;" sire, Revolver.
2nd. F. A. Campbell, V.S., Toronto, "Glenora."
3rd. J. H. Reed, V.S., Guelph, "Duster;" sire, Henry Clay; dam, by Sir Latton Sykes.

Hunters showing best performance over successive jumps, 5 ft. catch weights, minimum weight 140 lbs., in and out, various heights.

TORONTO.

1st. Moorehouse & Pepper, Toronto.
2nd. Moorehouse & Pepper, Toronto.
3rd. F. A. Campbell, V.S., Toronto, "Glenora."

CLYDESDALES (IMPORTED OR CANADIAN BRED).—At London and Ottawa this class includes both Shires and Clydes.

Stallion, 4 years old and upwards.

TORONTO.

1st. Graham Bros., Claremont. "Macneilage," (imp.) [1117] (2992), brown, white face, one hind foot white, foaled June, 1882; bred by Wm Gray, Muncraig, Kirkcudbright, Scotland; imported Aug. 13th, 1889, by exhibitors; sire, Macgregor (1487); dam, Jess (1295), by Crown Prince, (207), etc.

2nd. R. Beith & Co., Bowmanville, "Sir Walter" (imp.) [1131] (8272); light brown, one fore foot and one hind foot white, stripe on face; foaled June 1st, 1886; imported 1889; bred by Jas. Crawford, Boreland, Castle Douglas, Scotland; sire, Bold Maghie (4259); dam, Jean of Boreland, by Zulu, etc.

3rd. R. Beith & Co., Bowmanville, "Paragon," (imp.) [1313] (7096), brown, ratch on face, one fore foot and one hind leg white; foaled May 2nd, 1885; imported Aug. 1889, by exhibitors; bred by Jas. Crawford, Boreland, Castle Douglas, Scotland; sire, Skelmorlie (4027); dam, Ivanhoe (4527), by Ivanhoe (396), etc.

LONDON.

1st. Bean & Banting, Brinsley, "Maccombie," (imp.) [788] (4555) bay, stripe on face, white hind feet, foaled May 21st, 1884; imported Aug., 1886; bred by Maxwell Clark, Culmain, Crocketford, Dumfries, Scotland; sire, Macgregor (1487); dam, Doll of Culmain (55), by Lochfergus Champion (449), etc.

2nd. O. J. & J. White, St. Marys, "Lord Russell," (imp.) [1020] (6013), light brown, little white on one foot, foaled April 28th, 1886; imported in 1887; bred by John Young, Newton, Kilmalcolm, Scotland; sire, Jordanshaw (3343); dam, Jeanie Young (5885), by Druid (1120), etc.

3rd. A. Hughes, Kerwood.

OTTAWA.

1st. J. Clark, Ottawa.

2nd. A. T. White, Pembroke, "Peter the Great," (imp.) [267] (3884), light bay, ratch on face, white about feet, foaled in 1881; imported in 1885; bred by Jas. Dunlop, Campbelton, Ayrshire, Scotland: sire, King of the Forest (1170); dam, Maggie (3422), by Largs Jock (444).

3rd. R. Ness, Howick, Que., "James Arthur," (imp.) [1374] (5888), brown, stripe on face, one fore and one hind foot white, foaled May 20th, 1885; imported July 13th, 1888, by exhibitors: bred by M. Arthur, jr., Carlung, West Kilbride, Ayrshire, Scotland; sire, Macgregor (1487); dam, Tibbie II (4385), by Prince of Wales (673), etc.

Stallion, 3 years old.

TORONTO.

1st. R. Beith & Co., Bowmanville, Ont., "Eastfield Laddie" (imp.) [1127]: bay, white stripe on face, hind feet and part of legs white, near fore foot white: foaled May 2nd, 1887; imported 1889; bred by William Maxwell, Baraskomel, Campbelton, Scotland; sire, Old Times, (579); dam, Mary of Baraskomel (4884), by Richard III. (1802), etc.

2nd. R. Beith & Co., Bowmanville, Ont., "Eastfield Chief," (imp.) [1129]: bay, stripe on face, white fore ankles, hind legs white; foaled 1887; imported 1889; bred by Wm. Porter, Lochroon, Crossmichael, Scotland; sire, Prince Lawrence, Vol. VII., p. 261; dam, Belle of Lochroon (6624), by Lord Lyon (489), etc.

3rd. Graham Bros., Claremont, Ont., "Gilroy," (imp.) [1304] (6787); dark brown, stripe on face, near fore foot and hind feet white; foaled May, 1887; imported Aug. 13th, 1889, by exhibitors; bred by Robt. Gilroy, Uppertown, Quothquhan, Biggar, Scotland; sire, Master of Blantyre (2283); dam, Maggie of Barnflat (3534), by Osman Pasha (1777), etc.

LONDON.

1st. Nathan Norton, London, "Shamrock" (imp.) [1144] (7250), bay, ratch on face, four white legs; foaled May, 1887; imported by P. Curtin, Adare: sire, Ben Britain (3418); dam, Tibbie of Caldons (7613), by Glasgow Geordie (349), etc.

2nd. Jos. Begg, St. Thomas, "Royal Guinea," (imp.) (Vol. 12), dark bay, small stripe on face, white on off hind foot, nigh hind leg white; foaled May, 1887; imported in 1889; bred by John Laing, Crossford, Howward, Scotland; sire, Golden Guinea (3660); dam, Maggie of Crossford (8628), by Prince Albert (616), etc.

OTTAWA.

1st. Robt. Ness, Jr., Howick, Que., "Dandie Dinmont" (imp.) [1372] (7631); bay, ratch on face, off fore foot white, hind feet white: foaled May 25th., 1887, imported Aug. 4th., 1889, by exhibitor; bred by Trustees of late Hugh Bartholomew, Glenorchard Torrance of Campsie, Scotland; sire, Crown Royal, (4315); dam, Lily of the Valley, (3233) by Prince Charley, (629); etc.

2nd. G. G. Stewart, Howick, Que., "Lord Oliphant" (imp.) (7975); bay, white spot on face white feet, foaled May, 1887; imported Aug., 1889, by exhibitor; bred by Robt. Thompson, Burnbank, Blairdrummond, Scotland; sire, Grange, (3671): dam, Jean of Burnbank, (5820) by Comet III, (193), etc.

Stallion, 2 years old.

TORONTO.

1st. Graham Bros., Claremont, "Second Choice" (imp.) [1431], (8244); bay, stripe on face, three dark feet with white mark above hoof on two feet, off hind foot white, foaled May, 1888; imported Aug., 1890, by exhibitor; bred by Mrs. Mary Stewart, Baliachrach, Rothesay, Scotland; sire, Chastlar, (4291); dam, Jean by *St. Mungo*, by Prince of Wales, (673), etc.

2nd. T. W. Evans, Yelverton, "Rustic Lad" (imp.) [1599] (8218); bay, white face and hind legs, off fore foot and outside of leg white, near fore leg black, foaled May 19th., 1888, imported by exhibitor; bred by Mathew Taylor, Auchendolly, Dalbeattie, Scotland; sire, Knight of Lothian, (4489); dam, Jess of Auchendolly, (7885), by Galloway Lad, (3617), etc.

3rd. John Gilmour, Toronto, "Auchintoshan" (imp.) brown, off fore leg white, foaled June 22nd., 1888, imported by exhibitor; bred by Duncan Fraser, Auchintoshan, Duntocher, Scotland; sire, Lord Marmion, (6003); dam, Jane of Auchintoshan, (8396), by Black Prince, (1398), etc.

LONDON.

1st. O. J. & J. White, St. Marys, "Duke of Argyle" (imp.) [1449], (7660); dark brown, ratch on face, near hind leg white above ankle, foaled April 16th., 1888, imported Sept. 1890; bred by Robt. Russell, Ballymenach, Scotland, sire, Hazlewood, (7811); dam, Ballymenach Kate, by *Cromwell* by Prince of Wales, (673), etc.

2nd. P. Curtin, Centralia.

3rd. Jas. Henderson, Belton, "Scotland's Pearl" (imp.) [1346] (8327); bay, ratch on face, off fore foot and hind feet white, foaled May 1888, imported Sept. 1889; bred by John Wyllie, Mayfield, Stevenson, Scotland; sire, Lord Erskine, (1744); dam, Maggie of Mayfield, (5167), by Lorne (499), etc.

OTTAWA.

1st. R. Ness, Howick, Que., "Barlocco" (imp.) (7461); brown, star on face, hind feet white, foaled May 1st., 1888, imported in 1889, by exhibitor; bred by S. & R. Douglas, Barlocco, Borgue, Kirkcudbright, Scotland; sire, Macpherson, (3825); dam, Maggie of Barlocco, (7170), by Victor (3362), etc.

2nd. G. G. Stewart, Howick, Que., "Thickallion" (imp.) Vol. XIII, brown, stripe on face, one fore foot and hind feet white, foaled May 21st., 1888, imported Aug., 26th. 1890; bred by Jas. Lindsay, Girdwoodend Carnwath, Scotland; sire, St. Clair Erskine, (4690); dam, Jessie Deans, (8651), by Prince Imperial (1259), etc.

3rd. T. Goode, Richmond West, "Sir Walter" [937]; dark bay, small ratch on face, hind feet white, foaled June 6th., 1887; bred by exhibitor; sire, Little Jock Elliott, (imp.) [936], (3768); dam, Bell of Richmond, (imp.) [36], (3527), by Young Prince of Wales (3364), etc.

SPECIAL—OTTAWA.

Thoroughbred Clydesdale Stallion, 2 years old and over.

(Gold Medal by Ald. Hutchinson).—Diploma.

J. Clarke, Ottawa.

Yearling Colt entire.

TORONTO.

1st. John Gilmour, Toronto, "Lord Loval," (imp).

2nd. Ormsby & Chapman, Springfield-on-the-Credit.

LONDON.

1st. Hugh Thompson, St. Marys, "McKnight" (imp.) (Vol. XIII); bay, stripe on face, four white feet, foaled May 3rd., 1889; bred by Alex. Keith, Chapelton Ellon, Scotland; sire, Bay Prince, (5528); dam, Love, (3662) by Dusty Miller (258), etc.

2nd. Hugh Thompson, St. Marys. "Royal Ury" (imp.) (Vol. XIII); brown, stripe on face, hind feet white, foaled June 20th., 1889, bred by Jas. Smith, Pittengardner, Fourdoun, Scotland; sire, Macaffer, (6028); dam, Lily of Pittengardner (4118), by Kier (424), etc.

OTTAWA.

1st. T. Carlyle, Chesterville, "John Dryden" [1512]; chestnut, white face, one fore foot white, hind legs white, bred by exhibitor; sire, Western Knight, (imp.) [1018] (6389); dam, Bella 2nd., of Dunbar (imp.) [468], by Baron Renfrew (37), etc.

Stallion any age.

TORONTO.

Graham Bros., Claremont, "Macneilage" (imp.) [1117] (2992).

LONDON.

Bean & Banting, Brinsley, "Maccombie" (imp.) [788] (4555).

Filly 3 years old.

TORONTO.

Graham Bros., Claremont, "Lady Dunmore" (imp.) [1321]; light bay, little white on legs and face, foaled May 1887, imported Aug., 1890, by exhibitors, bred by Wm. Kerr, Baudeath Stirling, Scotland; sire, Earl Grange (4350); dam, Baudeath Fanny (8600), by Prince Charlie (634), etc.

3 Year old Filly or Gelding.

OTTAWA.

1st. T. Good, Richmond West, "Queen Vic" [410]; bay, stripe on face, white feet, foaled May 30th.. 1887, bred by exhibitor; sire, The Montgomery. (imp.) [182] 2784 (3254); dam Bell of Richmond, (imp.) [36] (3527), by Young Prince of Wales (3364), etc.
2nd. J. G. Clark, Ottawa, "Independence,"
3rd. R Ness, Howick, Que., "Pansy" (imp.) (Vol. XII): light brown, white on face, foaled May 1887, imported in 1889, by exhibitor; bred by J. Sibbals, Knowes, Linwood, Renfrew, Scotland; sire, Laird O'Craigends (5129); dam, Bella (4096), by Ardgowan Prince (14), etc.

Filly, 2 years old.

TORONTO.

1st. Graham Bros., Claremont. "Barr Belle," (imp.) [1324], light bay, stripe on face, hind legs white, foaled May 7th, 1888: imported August, 1890, by exhibitors; bred by R. Callandar, Upper Barr, Newton Stewart, Scotland; sire, Barney (4829); dam, Barr Jean (3314), by Chancellor of Blackhall (1094), etc.
2nd. R. Beith & Co., Bowmanville, "Maria," (imp.) [979], dark bay, stripe on face, foaled in 1888; imported August, 1889, by exhibitors; bred by Wm. McKinnell, Butterhole, Dalbeattie, Scotland; sire, Master of Blantyre (2283); dam, Nannie of Butterhole (4835), by Bob Burns (105), etc.
3rd. Graham Bros., Claremont, "Edith." (imp.) [1322], (Vol. XIII.). brown, star on face, little white on hind feet; foaled May, 1888: imported August, 1890, by exhibitors; bred by John Mark, Craigend Stow, Scotland; sire, Lord Lyndoch (4530); dam, Rosie, Vol. XIII., by Culvennan Chief (2710), etc

LONDON.

1st. A. B. Scott & Son, Vanneck, "Primrose," [661], brown, small star on face; foaled May 18th, 1888; bred by exhibitors; sire, Maccombie, (imp.) [788] (4555); dam, Kate II of Congeith (imp.) [225], by Macgregor (1487), etc.
2nd. Geo. Spearin, St. Mary's, "Heather Queen," [1029], brown, stripe on face, foaled May 8th, 1888: imported in 1889 by O. J. & J. White, St. Mary's, Ont.; bred by Thos. Lindsay Patrick, High Clunch, Fenwick, Scotland; sire, Desdichado (4330); dam, Jenny of Clunch (6599), by Paisley Jock (581), etc.

OTTAWA.

1st. M. Tom, Aylmer.
2nd. R. Ness, Howick, Que., "Roseleaf," (imp.), Vol. XI., light bay, star on face, dark legs, foaled May 4th, 1888; imported in 1889 by exhibitor; bred by Wm. McAdam, White Park, Castle Douglas, Scotland: sire, Macbeth (3817); dam, Dainty of Whitepark (2588), by Prince (609), etc.

Yearling Filly or Gelding.

TORONTO.

1st. Graham Bros., Claremont, "Lady Muir," (imp.), bay, white face, three white legs, little white on inside of one hind foot, foaled Feb. 27th, 1889; imported August, 1890, by exhibitors; bred by Wm. Muir, Lochdougan, Castle Douglas, Scotland; sire, Darnley King (2717); dam, Gip (8910), by Glenamour (2128), etc.

2nd. Graham Bros , Claremont, "Sweetheart," (imp.) [1326], bay, white on face, hind legs white, foaled June, 1889 ; imported August, 1890 ; bred by W. Montgomery, Banks, Kirkcudbright, Scotland ; sire, Macgregor (1487) ; dam, My Sweetheart (8894), by Scots Wha Hae (4006), etc.
3rd. T. W. Evans, Yelverton, "Elsie Wood, (imp.).

LONDON.

1st. A. B. Scott & Sons, Vanneck, "Jean Armour," [1085], brown, stripe on face, nigh hind foot white, foaled May 29th, 1889 ; bred by exhibitors ; sire, Good Kind (imp.) [1133] (2836) ; dam, Kate II of Congeith (imp.) [225], by Macgregor (1487), etc.

OTTAWA.

1st. T. Carlyle, Chesterville, "Jean of Lowlands," [1438], dark brown, foaled April 19th, 1889 ; bred by exhibitor : sire, Western Knight (imp.) [1018] (6389) ; dam, Rose of Kelvin (imp.) [1421], (Vol. VII.), by Darnley (222), etc.
2nd. R. Ness, Howick, Que., "Lady Banff." (imp.), Vol. XII., bay, stripe on face, hind feet white, foaled May 27th, 1889 ; imported by exhibitor in 1889 ; bred by Jas. Brown, Drummockloch, Gatehouse, Scotland ; sire, Knight of Banff (5115) ; dam, Moll of Drummockloch (8146), by Champion (2010), etc.

Brood Mare, with foal of same breed by her side.

TORONTO.

1st. Hon. John Dryden, Brooklin, "Lady Clare," (imp.) [1337], bay, stripe on face, near hind foot white, foaled April 13th, 1882 ; imported in summer of 1883 by exhibitor ; bred by Amos Cruickshank, Sittyton, Starloch, Aberdeen, Scotland ; sire, Lorne II (1209) ; dam, Juliette (1161), by Glasgow Laddie (351), etc.
2nd. David McCloy, Chiselhurst, "Lady Clifton," (imp.), bay, black legs, foaled 1886 ; bred by Jas. Laird, Dibs, Kilmalcolm, Scotland ; sire, Jordonshaw (3343) ; dam, Jean of Dibs (7435), by Sovereign (1535), etc.
3rd. D. & R. McGeachy, Castlemore, "Polly McLatchie," (imp.) [339] (5583), light bay, stripe on face, white legs, foaled in 1877 ; imported in 1882 by exhibitors ; bred by Alex. Johnston, Machrihanish, Southend, Campbelton, Scotland ; sire, Doncaster (238) ; dam, Kate (3653), by Lord Clyde (2958), etc.

LONDON.

1st. A. Hughes, Kerwood.

OTTAWA.

1st. T. Carlyle, Chesterville, "Bella 2nd of Dunbar," (imp.) [468], bay, white face and white feet, foaled May, 1883 ; imported January, 1884 ; bred by Wm. Young, Herdshill Farm, Newmain's, Scotland ; sire, Baron Renfrew (37) ; dam, Bella of Herdshill (3139), by Czar (210), etc.
2nd. R. Robertson, Howick, Que., "Eliza Ann," (imp.), (Vol. X.), bay, foaled May, 1884 ; imported in 1886 by R. Ness, jr., Howick, Que. ; bred by Hugh Barr, Fearnoch, Scotland ; sire, Duchal (2737) ; dam, Lucy of Fearnoch (5926), by Jock of Hazeldean (407), etc.
3rd. R. Ness, Howick, Que., "Lady Newark," (imp.), (Vol. XI.,) bay, ratch on face, hind legs white, one fore foot white, foaled July, 1886 ; imported in 1888 by exhibitor ; bred by Jas. Andrew, Bushes' Farm, Paisley, Scotland ; sire, Lord Newark (4534) ; dam, Nellie of the Bushes (6925), by King of Kintyre (661), etc.

Foal of 1890.

TORONTO.

1st. Hon. John Dryden, Brooklin, "Lady Gordon," [1338], bay, ratch on face, off fore leg and hind legs white ; foaled April 19th, 1890 ; bred by exhibitor ; sire, Tannahill (imp.) [1205] (3451) ; dam, Lady Clare (imp.) [1337] by Lorne II (1209), etc.
2nd. David McCloy, Chiselhurst.
3rd. D. & R. McGeachy, Coleraine.

LONDON.

1st. D. Atcheson, St. Marys.
2nd. A. Hughes, Kerwood.

OTTAWA.

1st. T. Carlyle, Chesterville, bay ; foaled in 1890 ; bred by exhibitor ; sire, The Bard (imp.) [1357] (5391) ; dam, Bella II. of Dunbar (imp.) [468], by Baron Renfrew (37), etc.
2nd. R. Robertson, Howick, Que , "Nellie of Burnside," light bay, ratch on face, hind feet white, off fore foot white, foaled June 16th, 1890, ; bred by exhibitor ; sire, James Arthur (imp.) [1374] (5888) ; dam, Eliza Ann (imp.) Vol. X., by Duchal (2737), etc.

3rd. R. Ness, Howick, Que., "Prince Arthur," bay, ratch on face, one hind foot white ; foaled June 14th, 1890 ; bred by exhibitor ; sire, James Arthur (imp.) [1374] (5888) ; dam, Lady Newark (imp.) (Vol. XI.), by Lord Newark (4534), etc.

Mare with two of her progeny. (All to be bona fide property of the exhibitor.)

TORONTO.

1st. D. & R. McGeachy, Coleraine, "Maggie Chisken," (imp.) [367] (5585), dark brown ; foaled May, 1880 ; imported in 1882 by exhibitor ; bred by Archibald McKay, Liphenstrath, Southend, Campbelltown, Scotland ; sire, Farmer's Fancy (302) : dam, Jess (5592), by Prince Alfred (618).

Span of Clydesdales (Geldings or Mares).

TORONTO.

1st. Graham Bros., Claremont, "Harriett" (imp.) [1320], black, little white on face and hind pasterns ; foaled July 1st, 1886 ; imported Aug., 1890, by exhibitors ; bred by John Ritchie, Whitecastle, Biggar, Scotland : sire, Young Glenlee (976) ; dam, Bell, *late* Maggie (1677), by Scotland Yet (757), etc. "Sally," (imp.) [1319], brown, white ratch on face, off hind foot white ; foaled in 1886 ; imported Aug., 1890, by exhibitor ; bred by Andrew Allan, Barkip, Dalry, Scotland ; sire, Prime of Life (2339) ; dam, Fanny, by Lochend Champion (448), ecc.

OTTAWA.

1st. A. T. White, Pembroke, "Bell," (imp) [980], brown, white face and hind feet ; foaled in 1883 ; imported Aug., 1889 ; bred by D. McGibbon, Ardnacraig, Campbelton, Scotland ; sire, Sanquhar (2393) ; dam, Southinch Bell (6136), by Morton (546), etc. "Jenny Darnley," (imp.) [981], brown, ratch on face ; foaled in 1886 ; imported Aug., 1889 ; bred by Jas. Greig, Goldenberry West, Kilbride, Scotland ; sire, *Kilbride* ; dam, Jenny Geddes (8468), by Darnley (222), etc.

2nd. R. Ness, Howick, Que., "Netty," (imp.) (7795), dark brown, star on face, little white on off hind foot ; foaled May, 1882 ; imported in 1885 ; bred by James Meiklem, Shillingworth, Bridge of Weir, Scotland ; sire, Druid (1120) ; dam, Jess of Shillingworth (2518), by Darnley (222), etc. "Pansy," *see above.*

Best Mare, any age.

TORONTO.

1st. Graham Bros., Claremont, "Bessie Bell," (imp.) [1318] (7843).

LONDON.

A. B. Scott & Son, Vanneck, "Primrose" [661].

OTTAWA.

A. T. White, Pembroke, "Jenny Darnley," (imp.) [981].

SPECIAL PRIZES—CLYDESDALES.

For the best Imported or Canadian Bred Clydesdale Stallion, of any age, with five of his progeny, any age or sex.

TORONTO.

1st. Simon McKenzie, Brucefield, "Kenilworth," (imp.) [1441] (2187), dark brown, small stripe on face, three white feet ; foaled May, 1880 ; imported in 1882 by Wm. Colquhoun, Mitchell, Ont. ; bred by And. Rankin, Midge's Croft, Airdrie, Lanarkshire, Scotland ; sire, Sir William (2419) ; dam, Maggie III. (1660), by Premier (595), etc.

2nd. D. & R. McGeachy, Coleraine, "Nelson," (imp.) [341] (2301), light bay, white feet, stripe on face ; foaled July 5th, 1881 ; imported July, 1883, by exhibitors ; bred by Andrew Fleming, Colla, Cornwath, Lanarkshire, Scotland ; sire, Another Day (1047) ; dam, Duchess (617), by Prince of Kilbride (660), etc.

OTTAWA.

Stallion, with three of his progeny under 1 year.

1st. T. Good, Richmond West, "Little Jock Elliot," (imp.) [936] (3768), dark bay, ratch on face, hind feet white ; foaled March 9th, 1883 ; imported Aug., 1886 ; bred by Geo. Rodger, Newton Bank, Preston Brook, Cheshire, England ; sire, Macgregor (1487) ; dam, Dawn of Mystery (2895), by Prince Charlie (629), etc.

SPECIAL SWEEPSTAKES FOR CLYDESDALES.

For the best Clydesdale Mare, any age, and one of her progeny, both the property of the exhibitor, and both to be recorded in the Clydesdale Stud Book of Canada.

TORONTO.

1st. Hon. John Dryden, Brooklin, "Lady Clare," (imp.), [1337].

ENGLISH SHIRE HORSES (IMPORTED OR CANADIAN BRED.

Stallions, 4 years old and upward.

TORONTO.

1st. S. Hisey & Son, Creemore, "King Tom," (imp.), [107]; brown, stripe on face, three white legs, foaled in 1883, imported September, 1884, by John Donkin, Riverview; bred by Geo. Hudson, Cherry Burton, Eng.; sire, King Tom (2446); dam, Topper, by Lincoln *alias* Hercules (1350), etc.

2nd. Jas. Gardhouse & Sons, Highfield, "King of the Castle," (imp.), [71] (3171), brown, foaled in 1882, imported in 1883, by Chas. Harrison, York Mills; bred by Stephen Roberts, Mount Pleasant, Sibsey, Boston, Eng.; sire Honest Tom, (1111); dam, Smart, by Honest Tom, (3143), etc.

3rd. Morris, Stone & Wellington, Welland, "Chieftain II.," (imp.), [194] (5723); bay, blaze on face, nigh fore and hind feet white, foaled in 1884, imported in 1887 by exhibitor; bred by Wm. Riley, Boulton Derby, Eng.; sire, Champion, (457); dam, mare by Waxwork, (2306), etc.

LONDON.

1st. Willis Bros., Hay, "Success II.," (imp.), [73] (6452); black, star on face, foaled in 1881, imported in October, 1884, by W. B. Fotheringham, Woodham; sire, Heart of Oak, (1010); dam, Rosy, by Honest Tom, (1097), etc.

Stallion, 3 years old,

TORONTO.

1st. Matthew Carlyle, Dunbar, "Cannock Dean," (imp.), [198] (6910), black, star on face, hind feet white, foaled in 1887, imported September, 1888, by exhibitors; bred by Edward Dean, Upton Mill, Chester, Eng.; sire, Better Times, (2984); dam, mare by Marquis IV., (7665), etc.

2nd. Ormsby & Chapman, Springfield-on-the-Credit, "Leake Walker," (imp.), [206], brown, three white legs, foaled 1887, imported July, 1889, by exhibitors; bred by Jas. Roberts, High House, Heath, Chesterfield, Eng.; sire, Walker, (4143); dam, Fan, by Don Carlos, (2416), etc.

3rd. Morris, Stone & Wellington, Welland, "Active," (imp.), [152], brown, stripe on face, three white feet, foaled May 1st, 1887, imported in 1887 by exhibitors; bred by J. Naylor, Welchpool, Monts, Eng.; sire, Lincolnshire Lad II., (1365), dam, Lancashire Lass, by Honest Tom, (1105), etc.

Stallion, 2 years old.

TORONTO.

1st. Morris, Stone & Wellington, Welland, "Prince Charles," [196], bay, stripe on face, left hind and fore feet white, foaled in 1888, bred by exhibitors; sire, Carton, (3523), dam, Lancashire Lass, by Honest Tom, (1105), etc.

2nd. Ormsby & Chapman, Springfield-on-the-Credit, "Leake Edward," (imp.), [207], black, foaled in 1888, imported July, 1889, by exhibitors; bred by Edward Shaw, Keyworth Notts, Eng.; sire, Carlton Comet, (5660); dam, Doll, by Bingham, (131).

3rd. Robert Hall, Edmonton.

Stallion, any age.

TORONTO.

1st. S. Hisey & Son, Creemore, "King Tom," (imp.), [107].

Filly, 2 years old.

TORONTO.

1st. J. G. Wardlaw, Downsview, "Emily May."

2nd. Ormsby & Chapman, Springfield-on-the-Credit, "Leake Sally," (imp.), [67], bay, foaled in 1888, imported July, 1889, by exhibitors: bred by Alex. Crawford, West Leake Loughborough, Eng; sire, Leake Wonder, (6055); dam, Buxom, by Benefactor, (2394).

Brood Mare with foal of same breed by her side.

TORONTO.

1st. Green Bros , Innerkip, "Georgia" (imp.) (Vol. X, E. S. B.) ; chestnut, foaled 1884, imported in 1888, by exhibitors ; bred by A. S. Gibson, Springhill, Bulwell, Notts, Eng., sire, Royal George II, (2485) ; dam, Glad Tidings (Vol V.) ; by William the Conqueror (2343).
2nd. J. G. Wardlaw, Downsview, "Hichin Diamond."
3rd. Morris, Stone & Wellington, Welland, "Lancashire Lass" (imp) [70] ; bay, white face, left front and hind feet white, foaled in 1880, imported in 1887 by exhibitors ; bred by Thos. Howard, Preston Lane, Eng. , sire, Honest Tom (1105) ; dam, mare by Ploughboy, (1745).

Foal of 1890

TORONTO.

1st J. G. Wardlaw, Downsview.
2nd. Morris, Stone & Wellington, Welland, "Stanley" [197] ; black, white face, front feet white, foaled in 1890 bred by exhibitors ; sire, Chieftain II, (imp.) [194] (5723) ; dam, Lancashire Lass, (imp.) [70], by Honest Tom, (1105), etc.
3rd. Green Bros., Innerkip.

Mare with two of her progeny

TORONTO.

1st. Morris, Stone & Wellington, Welland, "Lancashire Lass" (imp.) [70] ; bay, white face. left front and hind feet white, foaled in 1880, imported in 1887 by exhibitors ; bred by Thos. Howard, Preston Lane, Eng. ; sire, Honest Tom, (1150) ; dam, mare by Ploughboy, (1745).

Best Mare any Age.

TORONTO.

Green Bros., Innerkip, "Georgia" (imp.) (Vol. X, E. S. B.).

SPECIAL PRIZES—ENGLISH SHIRE HORSES (IMPORTED OR CANADIAN BRED).

Shire Stallion, any age, with five of his progeny, any age or sex.

1st. Jas. Gardhouse & Sons, Highfield, "King of the Castle" (imp.) [71] (3171) ; brown, foaled in 1882, imported in 1882 by Chas. Harrison, York Mills ; bred by Stephen Roberts, Mount Pleasant, Sibsey Boston, Eng., sire, Honest Tom (1111) ; dam, Smart by Honest Tom, (3143), etc.

HEAVY DRAUGHT HORSES (CANADIAN BRED ONLY.)

Stallion, 4 years old and upwards.

TORONTO.

1st. R. C. Gibson, Arthur, "The Macgregor."
2nd. Jas. McFarlane, Jr., Claremont, "Sandy Macgregor," —191— bay, stripe on face, black mane and tail ; foaled Aug. 24th, 1886 ; bred by D. S. McFarlane, Claremont ; sire Alexander Macgregor (imp) [113] ; dam, Nettie, of Springbank Farm —258—, by Garfield (imp.) —83—, etc.
3rd. John Park, Oriel, "Gold Cup."

Stallion, 3 years old and upwards.

LONDON.

1st. S. McKenzie, Brucefield, "General Scott," bay, star on forehead, hind feet white ; foaled April 14th, 1887 ; bred by exhibitor : sire, Kenilworth (imp.) [1441] (2187) ; dam, Mag, by Count Careless (imp) [41] (1421), etc.

Stallion, 3 years old.

TORONTO.

1st. Peter Kelly, Jr., Brechin, "Pride of Dollar" [962], bay, stripe on face, nigh hind foot white ; foaled May 6th, 1887 ; bred by Wm. Cox, Thornhill ; sire, Pride of Perth (imp.) [282] (2336) ; dam, Sally of Thornhill [328], by Sir Wm. Wallace (imp.) [123].
2nd. S. McKenzie, Brucefield.
3rd. Jno. Roach, Yorkville, "Belford."

Stallion, 2 years old.

TORONTO.

1st. John L. Howard, Sutton West, "Argyle."
2nd. John Cox, L'Amaroux, "Dunboy," [1426], bay, white face, hind feet white; foaled May 14th, 1888; bred by John Cox & Son, L'Amaroux; sire, Campsie Lad (imp.) [344] (4277); dam, Blossom [153], by Modern Type (imp.) [25], etc.
3rd. Wm. Crawford, Brown's Corners, "Success," [1311], brown, star on face, off hind foot white, little white on nigh hind foot, foaled June 15th, 1888; bred by exhibitor; sire Pride of Perth, (imp.) [282] 2264 [2336], dam Malvern Jennie [579] 165, by Young Broomfield, (imp.), [211] 73, etc.

LONDON.

1st. W. A. Cunningham, Carlow, "Young Lord," [R87], bay, small star on face, little white on one hind foot, foaled May 16th, 1888; bred by Jas. Govier, Auburn, Ont.; sire Lord of the Manor (imp.) [1155] (2933); dam Upshall by Real Mackay (1801).
2nd. Geo. Taylor, Kippen, "Red Ribbon," bay, white face, hind legs and one fore foot white, foaled May, 1888; bred by Geo. Hart, Brucefield; sire Kenilworth (imp.) [1441] (2187), dam Doll by *Lord Aberdeen*, etc.
3rd. Robt. Robson, Birr.

Yearling Colt, entire.

TORONTO.

1st. D. & R. McGeachy, Coleraine, "Castlemore".
2nd. Robt. McCowan, Scarboro.
3rd. Prouse & Williamson, Ingersoll, "Lochiel," (imp.) [1140], brown, white on face, hind legs white, foaled June 6th, 1889; imported in dam July, 1888, by T. W. Evans, Yelverton; bred by John McIlwraith, Meadowhead, Coylton, Ayrshire, Scotland; sire, Hatton's Pride (imp.) [1006] (6830); dam, Coylton Maid (imp.) [794], by Gold (3657), etc.

LONDON.

1st. Prouse & Williamson, Ingersol, "Lochiel," (imp.) [1140]. (See above, Toronto.)
2nd. A. Hughes, Kerwood.

Heavy Draught Stallion, any age.

TORONTO.

1st. Peter Kelly, jr., Brechin, "Pride of Dollar," [962].

LONDON.

1st. W. A. Cunningham, Carlow, "Young Lord," [R 87].

Filly, 3 years old.

TORONTO.

1st. D. & R. McGeachy, Coleraine, "Mary of Castlemore," [618], light bay, star on forehead, stripe on nose, foaled May 23rd, 1887; bred by exhibitors; sire, Nelson (imp.) [341] (2301); dam, Polly McLatchie (imp.) [339] (5583), by Doncaster (238), etc.
2nd. W. J. McDermott, Living Spring, "Jennie," [1302]. bay, small star on face, hind feet white, foaled May 24th, 1887; bred by exhibitors; sire, Boydston Boy (imp.) [216] 1872 (111); dam, Lucy [1301], by Ontario Chief (imp.) [155] 398 (1776), etc.

3 year old Gelding or Filly.

OTTAWA.

1st. N. Boyd, Manotick.
2nd. J. E. Clark, Ottawa.
3rd. J. Kemp, Hazeldean, mare by Windsor (imp.), dam by Robby Bruce.

Filly, 2 years old.

TORONTO.

1st. Thos. Glendenning, L'Amaroux, "Elsie," [1350], bay, stripe on face, little white on off hind foot, foaled April 22nd, 1888; bred by Robt. McCowan, jr., Scarboro'; sire, Self Esteem (imp.) [377] (5344); dam, Kate Tabor —132—, by Young Broomfield (imp.) [211] (73), etc.

2nd. S. McKenzie, Brucefield, "Nora."
3rd. R. N. Ewers, Manchester, "Dolly," [1096], bay, stripe on face, little white on hind feet, foaled June 2nd, 1888; bred by exhibitor; sire, Lawer's Baron Gordon (imp.) [1005] 4594 (5736); dam, Minnie, by Young Chancellor (imp.) [171] 910 (1868), etc.

London.

1st. A. B. Carr, Westfield, "Young Wawanost Queen," chestnut, stripe on face, foaled April 14th, 1888; bred by exhibitor: sire, Lord of the Manor (imp.) [1155] (2971); dam, Nellie, by What's Wanted (imp.) [47] (914), etc.
2nd. Geo. Taylor, Kippen, "Countess of Thornpark," —340—, bay, stripe on face, hind feet white, foaled June 28th, 1888; bred by Geo. Taylor, Kippen; sire, Stranraer (imp.) [162] C. C. B. (2441); dam, Pay When Ready, by Welcome (imp.) [888] C. C. B. (904), etc.
3rd. Wm. Cornish, Winchester.

2 year old Gelding or Filly.

Ottawa.

1st. G. Smith, Leitrim.
2nd. J. Clark, Ottawa.
3rd. R. Rerington, Merivale.

Yearling Filly or Gelding.

Toronto.

1st. R. W. Ewers, Manchester, "Bell of Peach," [1097], bay, stripe on face, little white on feet, foaled April 16th, 1889; bred by exhibitor; sire, Lawer's Baron Gordon (imp.) [1005] 4594 (5136); dam, Minnie, by Young Chancellor (imp.) [171] 910 (1868), etc.
2nd. Wm. Foster, Humber.
3rd. Willis Bros., Pine Grove, "Princess Beatrice."

London.

1st. Geo. Wood, Avonton.
2nd. Heider & Parker, Oxford Centre.

Ottawa.

1st. T. Todd, Richmond, "Lady Elliot;" sire, Little Jock Elliot, (imp.), [936] (3768); dam, Kate, by Sir Wm. Wallace, (imp.), [11] (806), etc.
2nd. R. Allan, Hull, Que.
3rd. J. Johnson, Leitrim.

Brood Mare with Foal of same breed by her side.

Toronto.

1st. Jno. Cox, L'Amaroux, "Blossom," [153]; bay, stripe on face, foaled May, 1882, bred by John Cox & Son, L'Amaroux, sire, Modern Type, (imp.), [25]; dam, Jenny Cox, [136], by Scotsman, (imp.), [156], 154, etc.
2nd. Henry H. Boag, Queensville, "Bonnie B," —326—; bay, white face, one hind foot white, foaled May, 1882: bred by James A. Boag, Queensville; sire, Sir James, (imp.), [167]; dam, Bonnie, by Dundonald, (imp.), [351], 384, (256), etc.
3rd. Jno. Bone, Edgeley, "Bet of Edgeley," [621]; brown, stripe on face, four white legs, foaled April 28th, 1885; bred by John Bone, Edgeley; sire, Dandy Jim, (imp.), [239] 2748 (3271); dam, Fanny, of Victoria Square, by Marquis, (imp.), [247] 32 (517), etc.

London.

1st. Heider & Parker, Oxford Centre.
2nd. Geo. Wood, Avonton.
3rd. A. Hughes, Kerwood.

Ottawa.

1st. J. Todd, Richmond, "Kate;" foaled May 3rd, 1885; bred by exhibitor; sire, Sir Wm. Wallace, (imp.), [11] (1806); dam, Jennie, by Heather Jock.
2nd. R. Allan, Hull.
3rd. J. Johnson, Leitrim.

Foal of 1890.

Toronto.

1st. Robt. Davies, Toronto.
2nd. Robt. McCowan, Scarboro.
3rd. Jas. Gardhouse & Son, Highfield.

LONDON.

1st. Prouse & Williamson, Ingersoll.
2nd. Heider & Parker, Oxford Centre.

Mare with two of her progeny, all to be bona fide property of exhibitor.

TORONTO.

1st. Jno. Cox, L'Amaroux, "Blossom," [153].

Span of Heavy Draught Horses, Geldings or Mares.

TORONTO.

1st. John L. Howard, Sutton West, "Jessie," [963], 2295; dark bay, white face, right hind foot white, silver tail, foaled June 27th, 1884, bred by exhibitor; sire, Rob the Ranter, (imp.), [249], 1168, (1803), dam, Dolly Varden Second, [829], 671, by Wait-a-wee, (imp.), [271] 759 (1549), etc. "Bonnie," [961]; bay, star on face, grey tail, foaled April, 1884, bred by J. R. Boucher, Sutton West; sire, Rob the Router, (imp.), [429] 1168 (1803); dam, Prout mare, by Young Broomfield, (imp.), [211] 73.
2nd. Wm. Foster, Humber, "Nettie of Castlemore."
3rd. Riverside Storage Cartage Co., Detroit, "Alger" and "Captain."

LONDON.

1st. Geo. Spearin, St. Marys, "Jessie;" grey, foaled 1882, bred by exhibitor; sire, Highland Chief, (imp.), [84] 226 (382); dam, mare by Old Lord Haddo, (imp.), [49] (3872) etc. and "Darling," [948]; bay, stripe on face, one fore foot white, foaled May 10th, 1887, bred by exhibitor; sire, Laird O'Urie, (imp.), [615] (1722); dam, by Highland Chief, (imp), [84] 226 (382), etc.

Mare of any age.

TORONTO.

1st. Jno. Cox, L'Amaroux, "Blossom," [153].

LONDON.

1st. Geo. Spearin, St. Marys, "Jessie."

OTTAWA.

1st. J. Kemp, Hazledean, mare; sire, Windsor, (imp.), dam, by Robby Bruce.

SUFFOLK PUNCH HORSES, IMPORTED OR BRED FROM PURE IMPORTED STOCK.

Stallion, 3 years old and upwards.

TORONTO.

1st. Jos. Beck, Thorndale, "Enterprise, (1934); sire, Stormer, (1628); dam, Brag.
2nd. J. A. Melvin, Winchester, "Bunker's Boy," (imp.,) (1912), ; sire, The Bunker; dam, Matchet Q.
3rd. A. & J. W. Salmon, Thorndale, "Invader," (1439); sire, Commodore, (1482); dam, Rose, (235).

Stallion, 4 years old and upwards.

LONDON.

1st. A. & J. W. Salmon, Thorndale, "Invader," (1439). (See above, Toronto).

Sallions, 4 years old and upward.

OTTAWA.

1st. J. A. Melvin, Winchester.
2nd. J. Fletcher, Oxford Mills, "Duke of May," (1621).

Stallion, 3 years old.

LONDON.

1st. Jos. Beck, Thorndale, "Enterprise," (imp.), (1934); sire, Stormer, (1628); dam, Brag.

Stallion, 2 years old.

TORONTO.

1st. Jos. Storey, Winchester, "Captain William," (1993).

LONDON.

1st. A. & J. W. Salmon, Thorndale, "Vivacity," (2027); sire, Invader, (1439); dam, Violet, (2338).

Yearling Colt.

TORONTO.

1st. A. & J. W. Salmon, Thorndale, "Vivacity," (2027); sire, Invader, (1439); dam, Violet, (2338).

Stallion, any age.

TORONTO.

1st. Jos. Beck, Thorndale, "Enterprise," (1934).

OTTAWA.

1st. J. A. Melvin, Winchester.

Mare, 3 years old and upwards.

TORONTO.

1st. Mossom, Boyd & Co., Bobcaygeon, "Blossom;" sire, Cupbearer; dam, Blossom.

Filly, 2 years old.

TORONTO.

1st. Mossom, Boyd & Co., Bobcaygeon, "Maud;" sire, Invader, (1439); dam, Vanity, (1630).
2nd. Mossom, Boyd & Co., Bobcaygeon, "Primrose," (1439); sire, Invader; dam, Patch, (1536).

LONDON.

1st. A. & J. W. Salmon, Thorndale, "Vixen," (2363); sire, Welby, (1428); dam, Violet, (2338).

Yearling Filly or Gelding.

TORONTO.

1st. Mossom, Boyd & Co., Bobcaygeon, "Princess;" sire, Invader, (1439); dam, Patch, (1536).

Brood Mare, with Foal of the same breed by her side.

TORONTO.

1st. Thos. Irving, Winchester, "Baroness," (imp.,) (1320); sire, Royalty, (1339); dam, Brilliant, (1061).
2nd. Jos. Beck, Thorndale, "Vanity," (imp.,) (1630); sire, Cupbearer III.; dam, Venture, (922).

LONDON.

1st. Jos. Beck, Thorndale, "Vanity," (1630); sire, Cupbearer III., (566); dam, Venture, (922).
2nd. Jos. Beck, Thorndale, "Patch," (1536); sire, Chieftain, (1354); dam, Pearl, (918).

OTTAWA.

1st. A. Hagar, Plantagenet.

Foal of 1890.

TORONTO.

1st. Jos. Beck, Thorndale, "Duke of Thorndale," (2159); sire, Invader, (1439); dam, Vanity, (1630).
2nd. Thos. Irving, Winchester, "Fashion;" sire, Frolic, (1616); dam, Baroness, (1320).

LONDON.

1st. Jos. Beck, Thorndale, "Duke of Thorndale." (See above, Toronto).
2nd. Jos. Beck, Thorndale, "Perfection of Thorndale, (2178); sire, Invader, (1439); dam, Patch, (1536).

Matched Team, (Geldings or Mares) in Harness.

TORONTO.

1st. Snider & Edmonton, Brantford, "Princess," (imp.,) (2209); sire, Wilson's Banker, (1444); dam, Smart, (1019). "Victoria," (imp.,) (2206); sire, Wilson's Banker, (1444); dam, Doughty, (1024).

Mare, any age.

TORONTO.

1st. Mossom, Boyd & Co., Bobcaygeon, "Maud;" sire, Invader, (1439); dam, Vanity, (1630).

PERCHERONS, OR FRENCH DRAUGHT HORSES.

Stallion, 3 years old and upwards.

TORONTO.

1st. Haras National Co., Montreal, "Joly," (15168); sire, Myrama, (15166); dam, Garote, (15167).
2nd. W. E. Baker, Demorestville, "Brilliant," (8390); sire, Cardino; dam, Roas.
3rd. Haras National Co., Montreal, "Bontemps," (20828); sire, Coco, (5754); dam, Coquette, (17923).

LONDON.

1st. Haras National Co., Montreal, "Joly," (15168). (See above, Toronto).
2nd. Haras National Co., Montreal, "Boom, (32171); sire, Vaillant, (2380); dam, Curtesaine, (5685).

OTTAWA.

1st. Campbell & Dobbie, La Chute Mills, Que, "Clodius, (20084).
2nd. W. & R. Bell, Mosgrove.

Stallion, 2 years old.

TORONTO.

1st. W. E. Baker, Demorestville, "Cæsar;" sire, Productor; dam, Roas.

LONDON.

1st. P. Whilihan, St. Marys, "Marshall McMahon;" sire, Prince of Normandy, (2710) 8355; dam, Maud, (2711) 8358, etc.

Yearling Colt.

TORONTO.

1st. W. E. Baker, Demorestville, "M. W. Dunham;" sire, Condino; dam, Roas.

LONDON.

1st. P. Whilihan, St. Marys, "Black Colt; sire, Napoleon, (2712); dam, Dilly or Lilly, (2708) 8356, etc.
2nd. P. Whilihan, St. Marys, "Grey Colt;" sire, Duke of Normandy, (2709); dam, Maud, (2711) 8358, etc.

Stallion, any age.

TORONTO.

1st. Haras National Co., Montreal, "Joly," (15168).

LONDON.

1st. Haras National Co., Montreal, "Joly," (15168).

OTTAWA.

1st. Campbell & Dobbie, LaChute Mills, Que., "Clodius," (20084).

Mare, 3 years old and upwards.

TORONTO.

1st. W. E. Baker, Demorestville, "Roas," (imp.,) (1542) (2771); sire, Madeiri; dam, Fannie.

3 year old Gelding or Filly.

OTTAWA.

1st. P. McIntosh, Cass Bridge.

2 year old Gelding or Filly

OTTAWA.

1st. P. McIntosh, Cass Bridge.

Brood Mare with foal of same breed by her side.

LONDON.

1st. P. Whilihan, St. Mary's, "Dilly or Lilly," (2708) 8356; sire, Brilliant, (756); dam, Margot, (561), etc.

OTTAWA.

1st. P. McIntosh, Cass Bridge.

Foal of 1890.

LONDON.

1st. P. Whilihan, St. Mary's, "Colt;" sire, Prince of Normandy, (2710) 8355; dam, Dilly or Lilly, (2708) 8306, etc.
2nd. P. Whilihan, St. Mary's, "Colt;" sire, Prince of Normandy, (2710) 8355; dam, Maud, (2708) 8356, etc.

OTTAWA.

1st. P. McIntosh, Cass Bridge,

Mare, any age.

TORONTO.

1st. W. E. Baker, Demorestville, "Roas," (1542).

LONDON.

1st. P. Whilihan, St. Mary's, "Dilly or Lilly, (2708) 8356.

OTTAWA

1st. P. McIntosh, Cass Bridge.

HACKNEY STALLION.

Best Imported Hackney Stallion, any age.

TORONTO.

1st. Asa Choate, Port Hope, "Norfolk Hero," (imp.), (515); sire, Perfection, 543.
2nd. Geo. H. Hastings, Deer Park, "Young Nobleman. (2328); sire, Confidence, (158); dam, by Washington, (852).
3rd. Matthew Carlyle, Dunbar, "Bounding Willow, (1997).

LONDON.

1st. Jos. Beck, Thorndale, "Sir Garnet;" sire, Guardsman, (1492); dam, by Robin Hood, (677).
2nd. Jos. Beck, Thorndale, "Perfection, (2777); sire, Fireaway, (265); dam, Polly, (2386).

OTTAWA.

1st. Matthew Carlyle, Dunbar, "Bounding Willow, (1997).

CATTLE.

SHORT HORNS.

Bull, 4 years old and upwards.

TORONTO.

1st. J. & W. Russell, Richmond Hill, Ont., "Stanley," =8538=; dark roan. calved June 23rd, 1886; bred by Joseph Redmond. Peterboro, got by Challenge, =2933=; dam, Wimple 16th, (imp.), =5234= by British Flag, (46009), etc.
2nd. Jas. Leask, Taunton. "Deacon," =10530=; red, with white feet, calved Feb. 25th, 1886, bred by H. H. Spencer, Brooklin, got by Vensgarth, (imp.), =1309= (47192); dam, Isabella 3rd, =6369=, by Fidget's Oxford 8th =631= etc.

3 years old and upwards.

LONDON.

1st. Thos. Ballantyne & Sons, Stratford, "Prince Royal," (imp.) =6418= (56349); red and white, calved Jan. 5th, 1887, imported in 1887 by John Dryden, Brooklin, bred by E. Cruickshank, Lethenly, Aberdeenshire, Scotland, got by Prince Rufus, (51926); dam, Primrose, (imp.) =5191= by Third Duke of Carolina, (41364), etc.

2nd. H. Snell & Sons, Clinton, "Vice-Consul," (8061); red, calved March 8th, 1886, bred by S. C. Isaac, Baltimore, got by Neptune, (imp.), =2724=; dam, Ruby Hill 12th, =1895=, by Golden Crown, (imp.), =114=, etc.

3rd. R. & S. Nicholson, Sylvan. "Warrior," (imp), =4153= (55173); red, calved Jan. 10th, 1885, bred by S. Campbell, Kinellar, Scotland; imported in 1885 by Arthur Johnston, Greenwood, got by Vermont, (47193); dam, Maid of Promise, Vol. 31, by Shuttlecock, (35520), etc.

Bull 2 years old and under 3.

TORONTO.

1st. T. Nelson & Sons, Bow Park, Brantford Ont,., "Master Ingram," =8329=; roan, calved Nov. 20th, 1887, bred by the exhibitors, got by Sir Arthur Ingram =3874=; dam, Havering Nonpareil 2nd, (imp.) =5133= by Baron Gwynne 2nd, (44350).

2nd. Robert Davies, Toronto, "Northern Light," (imp.) (57801); red, calved March 17th, 1888, bred by A. Cruickshank, Sittyton, Aberdeen, Scotland, got by Standard Bearer, (55006); dam, Nonpareil 20th, by Cumberland, (46144), etc.

3rd. Wm. Chisholm, Brisbane, Gladstone 2nd =10626= ; red, calved Dec. 6th, 1887, bred by Alex. Burns, Rockwood ; sire, Gladstone, =4983= ; dam, Daisy Dean =5761= by Jacob Bright =1917= etc.

LONDON.

1st. Thos. Nelson & Sons, Bow Park, Brantford, "Master Ingram =8329=. (See above, Toronto).

2nd. James Oke & Sons. Alvinston, "Ironclad."

3rd. Jas. Milne, White Oak.

OTTAWA.

1st. J. & W. Russell, Richmond Hill, "Windsor," (imp.) =6456=, red, calved Jan. 30th, 1887, imported in 1887 ; bred by S. Campbell, Kinellar, Aberdeen Scotland, got by Gravesend, (46461) dam, Red Bess, by Gladstone, (43285) etc.

2nd. A. T. White, Pembroke, "Victor Hubert," =11850=, dark roan, calved April 6th, 1888, bred by Arthur Johnston, Greenwood, got by Royal Victor, (imp.) =4126=, dam, Victoria 60th, (imp.) =5220=, by Achilles (40951) etc.

3rd. J. & W. Russell, Richmond Hill, "Stanley," *alias* Oliver Mowat, =7949=, dark roan, calved June 23rd, 1886 ; bred by Jos. Redmond, Peterboro', got by Challenge =2933=, dam, Wimple 15th, (imp.) =5234=, by British Flag (46009), etc.

Bull, 1 year old.

TORONTO.

1st. Eastwood Bros., Mimico, "Cromwell," =11792=, roan, calved, Jan. 4th 1889 ; bred by R. & S. Nicholson, Sylvan, got by Warrior, (imp.) =4133= (55173), dam, Vacuna 11th, =14038=, by Prince Albert, =3669=, etc.

2nd, Thos. Nelson & Sons, Bow Park, Brantford, "Roan Duke 29th," red and white, calved March 29th, 1889 ; bred by exhibitors, got by Sir Arthur Ingram. =3874=, dam Roan Duchess of Oxford, =7695=, by Fifth Lord Oxford, =3457= (31738), etc.

3rd. Jno. Currie Everton, "War Eagle," =13015=, red, calved June 27th 1889 ; bred by A. Johnston, Greenwood, got by Warfare, (imp,) =6452= dam, Daisy's Star, =11479= by Duke of Lavender (imp.) =1243= (51135).

LONDON.

1st. Thos. Nelson & Sons, Bow Park, Brantford, "Roan Duke 29th." (See above, Toronto.

2nd. Thos. Russell, Exeter, "Grey Mariner," =12012=, dark roan, calved Oct. 2nd, 1888 ; bred by exhibitor, got by Mariner, (imp.) =2720=, dam, Jane Grey, =9327=, by Prince of Strathblane, =3727=, etc.

3rd. Geo. Dickie, Hyde Park, "Roan Oak," =12741=, roan, calved Oct. 19th, 1888 ; bred by exhibitor, got by Scottish Victor, (imp.) =2739= (50422) dam, Mary White, =17009=, by Sir Massey, =6020=, etc.

OTTAWA.

1st. J. Forth & Son, Glen Buell, "Defiance."
2nd. Thos. Graham, Bell's Corners, "Lansdowne," =12022=, red, calved March 1st, 1889; bred by exhibitor, got by Baron 3rd, =9334=, dam, Magnet, =7035=, by Viscount, =1141=, etc.
3rd. J. G. Clark, Ottawa.

Bull calf under 1 year.

TORONTO.

1st. R. & S. Nicholson, Sylvan, "Valasco XV., =13470=, roan, calved Oct. 2nd, 1889; bred by exhibitors, got by Warrior, (imp.) =4133= (55173) dam, Vacuna 13th =14738=, by Prince Albert =3669=, etc.
2nd. Thos. Ballantyne & Son, Stratford, "Indian Prince," =13014=, red, calved Sept. 3rd 1889; bred by A. Johnston, Greenwood, got by Indian Chief, (imp.) = = dam, Nonpareil of Kinellar, (imp.) =8314=, by Luminary, =35715=, etc.
3rd. Jno. Miller & Sons, Brougham, Strathroy.

LONDON.

1st. R. & S. Nicholson, Sylvan.
2nd. Thos. Ballantyne & Sons, Stratford, "Indian Prince," =13014=, red, calved Sept. 3rd, 1889; bred by Arthur Johnson, Greenwood, got by Indian Chief, (imp.), dam, Nonpareil of Kinellar (imp.) =8314=, by Luminary, =34715=, etc.
3rd. H. & W. Smith, Hay, "Village Hero," =14342=red, calved Dec. 13th 1889; bred by exhibitors, got by Prince Albert, =3669=, dam, Village Blossom, (imp.) =2277=, by Ben Wyvis, (30528) etc.

OTTAWA.

1st. J. & W. Russell, Richmond Hill, "Ury Lad," =14257=, red, calved Dec. 1889; bred by Geo. Isaac, Bomanton, sire Gen. Booth, (imp.), =54353=, dam Ury Maid, (imp.)
2nd. W. C. Edwards & Co., Rockland.
3rd. D. McPhail, Vernon, "Cassio," =13458= red and white, calved Feb. 16th 1890; bred by exhibitor, got by Athelstane, =5207= dam, Vernon Maid, =13347= by Waterloo Warder, (imp.) =1315=, etc.

Bull, any age.

TORONTO.

Thos. Nelson & Sons, Bow Park, Brantford, "Master Ingram," =8329=.

LONDON.

Thos. Nelson & Sons, Bow Park, Brantford, "Master Ingram," =8329=.

OTTAWA.

J. & W. Russell, Richmond Hill, "Windsor," (imp.) =6456=.

Cow, 4 years old and upwards.

TORONTO.

1st. T. Nelson & Sons, Bow Park, Brantford, "Isabella II," (imp.) =8283=, white, calved July 9th, 1885; bred by J. Outhwaite, Bainesse, Cotterick, Yorkshire, Eng., imported by exhibitors in 1885, got by Lord Zetland, (43596) d. Lady Isabel, (imp.) =5156=, by Crown Prince (38061) etc.
2nd. T. Nelson & Sons, Bow Park, Brantford, "Lady Oxford Waterloo V," roan, calved April 17th, 1887; bred by the exhibitors, got by Viscount Oxford, of Elmhurst, (48892) d. Waterloo Belle, by Wild Duke III., (42611) etc.
3rd. J. & W. Russell, Richmond Hill, "Mina Lenton," =12544=, roan, calved Oct. 25th 1885; bred by J. Isaac, Markham, got by Baron Lenton, (imp.), =1222= (49081) d. Mina of Aberdeen, (imp.), =11058=, by Gladstone, (43286) etc.

LONDON.

1st. Thos. Nelson & Sons, Bow Park, Brantford, "Lady Oxford Waterloo V," (See above, Toronto)
2nd. Thos. Nelson & Sons, Bow Park, Brantford, "Isabella II.," (imp.) =8283=. (See above, Toronto.)
3rd. R. & S. Nicholson, Sylvan, "Maid of Sylvan XI., =12391=, white, calved Oct. 27th, 1885; bred by Thos. Nicholson & Sons, Sylvan, got by Prince Albert, =3669=, dam, Sixth Maid of Sylvan, =7060=, by Prince Royal, =2290=, etc.

Cow, 3 years old and upwards.

OTTAWA.

1st. J. & W. Russell, Richmond Hill, "Roan Princess," (imp) =11075= roan, calved Feb. 26th, 1885, imported in 1887 by exhibitors; bred by G. Inglis, Newmore, Invergorden, Scotland, got by Star of the West, (4878J) dam, Vail Princess, (vol. 31, p. 472, E.H.B.) by Windsor Vail, (4473) etc.
2nd. W. C Edwards & Co., Rockland, Belinda.
3rd. J. & W. Russell, Richmond Hill, "Mina Lenton," =12544=. (See above, Toronto.)

Cow, 3 years old.

TORONTO.

1st. T. Nelson & Sons, Bow Park, Brantford, "Isabella III." = =, roan, calved October 3rd, 1885; bred by exhibitors, got by Ingram's Chief, (imp.), =2704=, dam, Lady Isabella, (imp.), =5156=, by Crown Prince (38061), etc.
2nd. J. & W. B. Watt, Salem, "Mildred III" =15022=, roan, calved June 15th, 1887; bred by Jas Redmond, Peterborough, got by Challenge =2933=, dam, Minnie *alias* Mildred (imp.), =5175=, by Gladstone (43286), etc.

LONDON.

1st. Thos. Nelson & Sons, Bow Park, Brantford, "Isabella III." = =. (See above, Toronto)
2nd. R. & S. Nicholson, Sylvan, "Baroness Stanley II." =14735=, red, calved Sept. 10th, 1886; bred by exhibitors, got by Prince Albert =3669=, dam, Baroness Stanley =2400=, by Baron Stanley =1400=, etc.

Heifer, 2 years old.

TORONTO.

1st. T. Nelson & Sons, Bow Park, Brantford, "Lady Aberdeen 9th" = =, calved Dec. 25th, 1887; bred by exhibitors, got by Ingram's Chief, (imp.), =2704=, dam, Lady Aberdeen 5th, =9407=, by 2nd Prince of Springwood, =978=, etc.
2nd. J. & W. Russell, Richmond Hill, "Rosabel."
3rd. Thos. Nelson & Sons, Bow Park, Brantford, "Julia 24th" = =, red and little white, calved January 10th, 1888; bred by exhibitors, got by Oscar = =, dam, Julia's Baronness (imp.) =5143=, by Baron Shendish Fifth (44374).

LONDON.

1st. Thos. Nelson & Sons, Bow Park, Brantford, "Julia 24th" = =. (See above, Toronto.)
2nd. Thos. Nelson & Sons, Bow Park, Brantford, "Lady Aberdeen 9th" = =. (See above, Toronto.)
3rd. H. Snell & Sons, Clinton, "Daisy 2nd" =16325=, roan, calved March 18th, 1888; bred by exhibitors, got by Vice-Consul, =8061=, dam, Daisy, =8788=, by Captain Merlin =2923=, etc.

OTTAWA.

1st. J. & W. Russell, Richmond Hill, "Rosabel," =16022=, red, calved Nov. 5th, 1887; bred by John Isaac, Markham, got by Baron Lenton, (imp.), =1222=, dam, Mina of Aberdeen, (imp.), =11058=.
2nd. Duncan McLaren, Dunmore, "Verbena Primrose" =18235=, roan, calved Dec. 18th 1888; bred by Arthur Johnston, Greenwood, got by Primrose Duke (imp.) =6414=, dam, Verbena 13th, =8086=, by 2nd Duke of Pickering =557=, etc.
3rd. J. & W. Russell, Richmond Hill, "Rose of Autumn 9th," =16059=, red calved Jan. 5th 1888: bred by exhibitors, got by Prince =3666=, dam, Rose of Autumn 7th, =7811=.

Heifer, 1 year old.

TORONTO.

1st. J. & W. B. Watt, Salem, "Matchless 8th" = =, roan, calved Oct. 12th, 1888; bred by exhibitors, got by Barmpton Hero, =324=, dam, Matchless of Elmhurst 2nd, =3883=, by Baron Louan 3rd =333=, etc.
2nd. J. & W. Russell, Richmond Hill, "Royal Princess."
3rd. Thos. Nelson & Sons, Bow Park, Brantford, "Isabella V." = =, white, calved in 1889; bred by exhibitors, got by Ingram's Chief, =2704=, dam, Isabella III., = =, by Ingram's Chief, =2704=, etc.

LONDON

1st. Thos. Nelson & Sons, Bow Park, Brantford, "Isabella 5th" = =. (See above, Toronto.)
2nd. H. & W. Smith, Hay, "Village Flower." =16865=, red, calved January 20th, 1889; bred by exhibitors, got by Prince Albert =3669=, dam, Village Blossom, (imp.), =2277=, by Ben Wyvis (30528), etc.
3rd. R. & S. Nicholson, Sylvan, "9th Leonore of Elmdale" = =, red and white, calved Feb. 19th 1889; bred by exhibitors, got by Warrior (imp.) =4133=, (55173), dam 7th Leonore of Elmdale =14736=, by Prince Albert =3669=, etc.

OTTAWA.

1st. J. & W. Russell, Richmond Hill, "Royal Princess" = =, red, calved Sept. 2nd, 1888; bred by exhibitors, got by Gen. Booth, (imp.), =6365=, dam, Roan Princess, (imp.), =11075=, by Star of the West (48789), etc.
2nd. J. & W. Russell, Richmond Hill, "Nonpareil's Victoria," =17139=, red, calved Sept. 7th, 1888; bred by Arthur Johnston, Greenwood, sire, Vice-Consul, =4142=, dam, Nonpareil of Kinellar, (imp.), =8314=.
3rd. W. C. Edwards & Co., Rockland, "Bountiful."

Heifer, calf under 1 year.

TORONTO.

1st. J. & W. B. Watt, Salem, "Matchless 9th."
2nd. J. & W. Russell, Richmond Hill, "Queen Mary."
3rd. Thos. Ballantyne & Sons Stratford, "Sixth Missie of Neidpath," = = roan, calved Sept. 13th, 1889; bred by exhibitors, got by Prince Royal, (imp.) =6418=, (56349), dam, Missie 81st, (imp.), =5180=, by Bentick (42787), etc.

LONDON.

1st. Thos. Ballantyne & Sons, Stratford, "Sixth Missie of Neidpath," = =. (See above, Toronto.)
2nd. Thos. Ballantyne & Sons, Stratford, "Meadowsweet 3rd" = =, roan, calved Dec. 11th, 1889; bred by exhibitors, got by Prince Royal (imp.) =6418=, dam, Meadowsweet (imp.) =11054=, by Lanchester (46594), etc.
3rd. Simmons & Quirie, Delaware and Ivan.

OTTAWA.

1st. J. & W. Russell, Richmond Hill, "Queen Mary" = =, dark roan, calved Oct. 20th, 1889; bred by exhibitors, got by Stanley =7949=, dam, Roan Princess (imp.) =11075=, by Star of the West (48789), etc.
2nd. J. & W. Russell, Richmond Hill, "Gipsy Lady" = =, dark roan, bred by exhibitors, got by Windsor, (imp.), = =, dam, Gipsy Queen, (imp.), =5130=.
3rd. W. C. Edwards & Co., Rockland.

Four Calves, under 1 year old, owned and bred by exhibitor.

TORONTO.

1st. R. & S. Nicholson, Sylvan.
2nd. Jno. Miller & Sons, Brougham.
3rd. J. & W. Russell, Richmond Hill.

Herd, consisting of 1 bull and 4 females over 1 year old, owned by the exhibitor.

TORONTO.

1st. Thos. Nelson & Sons, Bow Park, Brantford.
2nd. J. & W. Russell, Richmond Hill.
3rd. Robt. Davies, Toronto.

LONDON.

1st. Thos. Nelson & Sons, Bow Park, Brantford.
2nd. R. & S. Nicholson, Sylvan.

OTTAWA.

1st. J. & W. Russell, Richmond Hill.
2nd. W. C. Edwards & Co., Rockland.
3rd. Thos. Graham, Bell's Corners.

Female, any age.

TORONTO.

1st. Thos. Nelson & Sons, Bow Park, Brantford, "Lady Oxford Waterloo."

HEREFORDS.

Bull, 3 years old and upwards.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Cassio," (imp.), 11353; calved Aug. 8th, 1881, bred by P. Turner, The Seen, Eng.; sire, The Grove 3rd (2490); dam, Duchess 2nd, (11384), by Spartan, (3178), etc.
2nd. E. W. Judah, Hillhurst, Que., "Duke of Chadner," 23117.

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Cassio," (imp.), 11353. (See above, Toronto).

2 years old and upwards.

OTTAWA.

1st. E. W. Judah, Hillhurst, Que., "Duke of Chadner, 23117. (See above, Toronto).

Bull, 2 years old.

TORONTO.

1st. F. A. Fleming, Weston, Ont., "Wilton Hillhurst," 36125; calved Feb. 19th, 1888; bred by Hon. M. H. Cochrane, Hillhurst, Que.; sire, Ottoman, 29783; dam, Jessonda, 11357, by Cassio, 11353, etc.

LONDON.

1st: F. A. Fleming, Weston, "Wilton Hillhurst, 33125. (See above, Toronto).

Bull, 1 year old.

TORONTO.

1st. F. A. Fleming, Weston, "Lisle Grove," 36319; sire, Earl Downton; dam, Lily Grove.

LONDON.

1st. Hon. M. H. Cochrane Hillhurst, Que., "Vendex," Vol. 12; calved Aug. 27th, 1889, bred by exhibitor; sire, Ellington, 32945; dam, Vanity 2nd, 23121, by Cassio, (imp.), 11353 (6849), etc.
2nd. F. A. Fleming, Weston, "Lisle Grove," 36319. (See above, Toronto).

Bull Calf, under 1 year.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Otto Wilton," Vol. 12; calved Nov. 21st, 1889, bred by exhibitor; sire, Ottoman, (imp.), 29783 (10364); dam, Jessonda 2nd, 30311, by Marshall Grove, 16944, etc.
2nd. Hon. M. H. Cochrane, Hillhurst, Que., "Count Cassius," Vol. 12; calved Sept. 4th, 1889, bred by exhibitor; sire, Cassio, (imp.) 11353 (6849); dam, Alpine, 21371, by Attila, 17915, etc.
3rd. F. A. Fleming, Weston, "Lilac."

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Otto Wilton," Vol. 12. (See above, Toronto).
2nd. Hon. M. H. Cochrane, Hillhurst, Que., "Count Cassius," Vol. 12. (See above, Toronto).

Bull, any age.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Cassio," (imp.) 11353 (6849).

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Cassio," (imp.) 11353 (6849).

OTTAWA.

1st. E. W. Judah, Hillhurst, Que., "Duke of Chadner," 23117.

Cow, 4 years old and upwards.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Pandora," (imp.), Vol. 17; calved Jan. 16th, 1885, bred by J. Price, Court House; sire, Monarch 20001 (7548); dam, Peerless, by Regulus 3849 etc.
2nd. F. A. Fleming, Weston, "Lily 6th," (imp.), 23833; calved April 6th, 1883, bred by A. Partridge, Discoyd, Eng.; sire, Delight, 23834; dam, Lily 2nd, (21472), by Latitude, 21476, etc.
3rd. F. A. Fleming, Weston, "Miss Broady," (imp.), 23852; calved May 16th, 1882, bred by A. R. Broughton, Knight Downton Castle, Eng.; sire, Downton Grand Duke, (4182); dam, Broady 9th, (23823), by Alphonso, (9961), etc.

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Pandora," (imp.), Vol. 17. (See above, Toronto).
2nd. F. A. Fleming, Weston, "Lily 6th, (23333). (See above, Toronto).

3 years old and upwards.

OTTAWA.

1st. E. W. Judah, Hillhurst, Que., "Lowland Lass," 24768.
2nd. E. W. Judah, Hillhurst, Que., "Stella," 34233.

Cow, 3 years old.

TORONTO.

1st. Hon M. H. Cochrane, Hillhurst, Que., "Eastern Empress," 28860, calved Sept. 12th, 1886; bred by the exhibitor, sire Cassio, 11353, dam, Empress 3rd, 11318, by the Grove, 2490.
2nd. F. A. Fleming, Weston, Ont., "Miss Broady 2nd," 26399, calved May 11th, 1886; bred by exhibitor, sire, Auctioneer, 9572, dam Miss Broady, 23552, by Downton Grand Duke, 4182, etc.
3rd. E. W. Judah, Hillhurst, Que.

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Eastern Empress," 28860. (See above, Toronto.)
2nd. F. A. Fleming, Weston, "Miss Broady 3rd." 33435.

Heifer, 2 years old.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Vanity 3rd," 36124, calved Oct. 19th, 1887; bred by the exhibitor, sire, Cassio (imp.), 11353, dam Vanity, 11346, by the Grove 3rd (2490) etc.
2nd. Hon. M. H. Cochrane, Hillhurst, Que., "Young Queen 3rd," 36126, calved Feb. 28th, 1888; bred by the exhibitor, sire, Cassio, (imp.), 11353, dam Young Prince s 3rd, 11327, by Monlins, 8116, etc.
3rd. F. A. Fleming, Weston, Ont., "Lily Wilton," 36813, calved Feb. 13th, 1888; bred by exhibitor, sire, Conqueror 2nd, 19425, dam, Lily 6th, 23333, by Delight, 23834, etc.

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Vanity 3rd. 36124, (See above, Toronto.)
2nd. Hon. M. H. Cochrane, Hillhurst, Que., "Young Queen 3rd," 36126. (See above, Toronto.)

OTTAWA.

1st. E. W. Judah, Hillhurst, Que., "Zita," 34235.

Heifer, 1 year old.

TORONTO.

1st. E. W. Judah, Hillhurst, Que., "Bertha."
2nd. F. A. Fleming, Weston, Ont., "Lady Dot," 36816, calved Oct. 18th, 1888; bred by exhibitor, sire, Earl Downton, 12797, dam Lady Downton, 17533, by Downton Boy, 4434, etc.
3rd. E. W. Judah, Hillhurst, Que., "Lowland Lady," Vol. X. A.H.B.

LONDON.

1st. F. A. Fleming, Weston, "Lady Dot" 36816. (See above, Toronto.)
2nd. F. A. Fleming, Weston, "Barbara 2nd." 36808.

OTTAWA.

1st. E. W. Judah, Hillhurst, Que., "Bertha," Vol. X. A.H.B.
2nd. E. W. Judah, Hillhurst, Que., "Lowland Lady," Vol, X A.H.B.

Heifer Calf, under 1 year.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Rosa of Hillhurst," Vol. 12, calved Sept. 25th, 1889; bred by exhibitor, sire, Marshall Grove, 16944, dam, Rosa, 29732, by Monarch, 20001, etc.
2nd. Hon. M. H. Cochrane, Hillhurst, Que., "Empress of Sherbrooke."
3rd. F. A. Fleming, Weston, "Miss Rose."

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Empress Frederick," Vol XII; bred by exhibitor, sire, Ellington (32945), dam, Eastern Empress, 28-60, by Cassio, (imp)., 11353, etc.
2nd. Hon. M. H. Cochrane, Hillhurst, Que., "Rosa of Hillhurst," Vol. XII, (See above Toronto.

OTTAWA.

1st. E. W. Judah, Hillhurst, Que.

Herd consisting of 1 bull and four females, over 1 year old, owned by the exhibitor.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que.
2nd. F. A. Fleming, Weston.
3rd. E. W. Judah, Hillhurst, Que.

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que.

OTTAWA.

1st. E. W. Judah, Hillhurst Que.

Female, any age.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Vanity 3rd," 36124.

SPECIAL PRIZES FOR PURE BRED HEREFORDS.

Best pair yearling heifers.

TORONTO.

1st. E. W. Judah, Hillhurst, Que.
2nd. F. A. Fleming, Weston.

Best pair heifer calves, under 1 year old.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Empress of Sherbrooke." "Rosa of Hillhurst."
2nd. F. A. Fleming, Weston.
3rd. E. W. Judah, Hillhurst, Que., "Agnes." "Dorothy."

POLLED ANGUS.

Bull, 3 years old and upwards.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Lord Hillhurst," 3990 (3961), calved Feb 2nd, 1884 ; bred by the exhibitor ; sire, Paris Herd (1163), dam, Lady Ida 2nd (1920), by Gavenwood (1444), etc.

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Lord Hillhurst," 3990 (3961). (See above, Toronto.)
2nd. Wm. Stewart & Son, Lucas, "President," 4871.

2 years old and upwards.

OTTAWA.

1st. Robt. Craik, M.D., Montreal, "Favour," 9770.

Bull, 2 years old.

TORONTO.

1st. Robt. Craik, M.D., Montreal, "Favour."

Bull, 1 year old.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Jacques Cartier," Vol. IV., calved Aug. 6th, 1889 ; bred by the exhibitor ; sire, Lord Hillhurst, 3990 (3961), dam, Jean X. 3931, by Keillor, 233.
2nd. Robt. Craik, M.D., Montreal, "Baronial Prince," 10918.

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Jacques Cartier," Vol. IV. (See above, Toronto.)
2nd. Wm. Stewart & Son., Lucas, "Morchall," (11493).

OTTAWA.

1st. Robt. Craik, M.D., Montreal, "Baronial Prince," 10918. (See above, Toronto.)

Bull Calf, under one year.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Lord Forest," Vol. IV., calved Dec. 2nd, 1889 ; bred by exhibitor ; sire, Lord Advocate, 6954, dam, Lady Ida Forbes, 6919, by Lord Hillhurst, 3990 (3961), etc.
2nd. Hon. M. H. Cochrane, Hillhurst, Que., "Britomart," Vol. IV., calved Oct. 8th, 1889 ; bred by exhibitor ; sire, Lord Advocate, 6954, dam, British Bud, 6942, by Paris 3rd, 1163, etc.
3rd. Robt. Craik, M.D., Montreal.

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Lord Forest," Vol. IV. (See above, Toronto.)
2nd. Hon. M. H. Cochrane, Hillhurst, Que., "Britomart," Vol. IV. (See above, Toronto.)

OTTAWA.

1st. Robt. Craik, M.D., Montreal, "Favorius," 12902.
2nd. Robt. Craik, M.D., Montreal, "Faverly," 12901.

Bull, any age.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Lord Hillhurst," 3990 (3961).

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Lord Hillhurst," 3990 (3961).

OTTAWA.

1st. Robt. Craik, M.D., Montreal, "Baronal Princess," 10918.

Cow, 4 years old and upwards.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Lady Ida Forbes," 6919; calved April 2nd, 1886, bred by the exhibitor; sire, Lord Hillhurst, 3990 (3961); dam, Lady Hillhurst Forbes, 3911, by Paris 3rd, 1163, etc.
2nd. Hon. M. H. Cochrane, Hillhurst, Que., "Bonny Maid," 6937; calved March 26th, 1886, bred by the exhibitor; sire, Lord Hillhurst, 3990 (3961); dam, Bonny Bee, 3878, by Braes O'Gight, 5295, etc.
3rd. Hon. M. H. Cochrane, Hillhurst, Que., "Ruth's Favorite," (imp.), 8038; calved Dec. 2nd, 1884, bred by W. Anderson, Scotland; sire Wedgewood, (2123); dam, Friendship, (5164), by Knight of the Shire, (846), etc.

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Lady Ida Forbes," 6919. (See above, Toronto).
2nd. Hon. M. H. Cochrane, Hillhurst, Que., "Bonny Maid," 6937. (See above, Toronto).

Cow, 3 years old and upwards.

OTTAWA.

1st. Robt. Craik, M.D., Montreal, "Fairy A. of Fastview," 7776.
2nd. Robt. Craik, M.D., Montreal, "Fanny of Ardgowan, 6512.
3rd. Robt. Craik, M.D., Montreal, "Princess Victoria, 4020, (5522).

Cow, 3 years old.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Jeanette," 6932; calved Sept. 26th, 1886, bred by the exhibitor; sire, Paris 3rd, 1163; dam, Jean 10th, 3931, by Keillor, 233, etc.,
2nd. Hon. M. H. Cochrane, Hillhurst, Que., "Valentia," 8044; calved Feb. 17th, 1887, bred by the exhibitor; sire, Lord Hillhurst, 3990 (3961); dam, Vine of Skene, 3947, by His Lordship, 1495, etc.
3rd. Robt. Craik, M.D., Montreal, Que., "Ardgowan Favorite."

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Jeanette," 6932. (See above, Toronto).
2nd. Hon. M. H. Cochrane, Hillhurst, Que., "Valentia," 8044. (See above, Toronto).

Heifer 2 years old.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Beauty's Queen," 9399; calved Feb. 17th, 1888, bred by the exhibitor; sire, Paris 3rd, 1163; dam, Beauty of Glamis, 3934, by Elchies, 552, etc.

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Beauty's Queen," 9399. (See above, Toronto).
2nd. Wm. Stewart & Sons, Lucas, "Hilda," 8759.

Heifer, 1 year old.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Primrose of Hillhurst," 11749.
2nd. Hon. M. H. Cochrane, Hillhurst, Que., "Lady Ida of Paris 2nd, 11683.
3rd. Hon. M. H. Cochrane, Hillhurst, Que., "Lady Forbes of Compton," 11115.

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Lady Forbes of Compton," 11115. (See above. Toronto).
2nd. Hon. M. H. Cochrane, Hillhurst, Que,, "Primrose of Hillhurst," 11749. (See above, Toronto).

OTTAWA.

1st. Robt. Craik, M.D., Montreal, "Nanette 6th, 10917.

Heifer Calf, under 1 year.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Junia," 12898.
2nd. Hon. M. H. Cochrane, Hillhurst, Que.. "Lady Flora Forbes," Vol. IV.; calved Oct. 16th, 1889. bred by exhibitor; sire, Lord Hillhurst, 3990, (3961); dam, Young Lady Forbes, Vol 2nd. 1105, by Duke of Eastboro, 1103, etc.
3rd. Dr. Craik, Montreal.

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Junia, 12898. (See above, Toronto).
2nd. Hon. M. H. Cochrane, Hillhurst, Que,, "Lady Flora Forbes," Vol. IV. (See above, Toronto).

OTTAWA.

1st, Robt. Craik M.D., Montreal, "Fay," 12904.

Herd, consisting of 1 Bull and 4 Females, over 1 year old, owned by the exhibitor.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que.
2nd. do do
3rd. Robt. Craik, M.D., Montreal.

LONDON.

1st. Hon. M. H. Cochrane, Hillhurst, Que.

OTTAWA.

1st. Robt. Craik, M.D., Montreal.

Female, any age.

TORONTO.

1st. Hon. M. H. Cochrane, Hillhurst, Que., "Jeanetta," 6932.

GALLOWAYS.

Bull, 3 years old and upwards.

TORONTO.

1st. Wm. Kough, Owen Sound, "Claverhouse," (imp.), (4250) 4614 sire, Crusader (2858), dam. Topsy (4146).
2nd. Thos. McCrae, Guelph. "Stanley II." O.E.F., (imp.,) (4473), 2837, sire, Stanley III. (1793), dam, Bertha of Drumlanrig (4222).
3rd. Thos. McCrae, Guelph, "Count Palatine" (imp.), (4508) 5883, sire, Crusader (2858), dam, Cantatrice (5569).

LONDON.

1st. Wm. Kough, Owen Sound, "Claverhouse." (See above, Toronto.)

2 years old and upwards.

OTTAWA.

1st. Thos. McCrae, Guelph, "Stanley II." O.E F. (imp.) (4473), 2837. (See above, Toronto.)
2nd Thos McCrae, Guelph, "Count Palatine" (imp) (4508) 5883. (See above, Toronto.)
3rd. Thos. McCrae, Guelph, "Canadian Borderer" 5945, sire, Scottish Borderer (669), dam, Lizzie VII. of Torabreach (8935), etc.

Bull, 2 years old.

TORONTO.

1st. Thos. McCrae, Guelph, "Glencraig" 5028, sire, Stanley II., O.E.F. (imp.) (4473) 2837, dam, Belted Lass (557).
2nd. Thos McCrae, Guelph, "Canadian Borderer," (imp.), 5945, sire, Scottish Borderer (669), Lizzie VII. (8935.)

Bull, 1 year old.

TORONTO.

1st. Wm. Kough, Owen Sound, "Marseilles" 6120, sire, Claverhouse (imp.) (4250) 4614, dam, Miss Steele II. 3452.
2nd. Thos McCrae, Guelph, "Glengarry" 6423, sire, Stanley II. O.E.F. (imp.) (4473) 2837, dam, Good Girl, 7431.
3rd. Thos. McCrae, Guelph, "Squire Porter," 6765, sire, Current Coin, 4037, dam, Lady Constance II., 9571.

LONDON.

1st. Wm. Kough, Owen Sound, "Marseilles" 6120. (See above, Toronto).

OTTAWA.

1st. Thos. McCrae, Guelph, "Norfolk" 6764, sire, Black Ronald (4326), dam, Netty of Chapelhill (8840), etc.
2nd. Thos. McCrae, Guelph, "Saladin" 6762, sire, Royal Prince (4401) dam, Semiramis XIX. (9659).

Bull Calf under 1 year.

TORONTO.

1st. Wm. Kough, Owen Sound, "Dan of Claverhouse" (6589), sire, Claverhouse (imp.) (4250) 4614, dam, Rachel (665).
2nd. Wm. Kough, Owen Sound, "Guy of Claverhouse" 6638, sire, Claverhouse (imp.) (4250) 4614, dam, Countess of Glencairn (9501).
3rd. Thos. McCrae, Guelph, "Algoma" sire, Chinaman 4154, dam, Good Queen Bess, 10512.

LONDON.

1st. Wm. Kough, Owen Sound, "Guy of Claverhouse" (6638). (See above, Toronto).
2nd. Wm. Kough, Owen Sound, "Dan of Claverhouse" (6589). (See above, Toronto).

OTTAWA.

1st. Thos. McCrae, Guelph, "Algoma" 7375. (See above, Toronto).
2nd. Thos. McCrae, Guelph, "Marmion" (7376), sire, Stanley II. O.E.F. (imp.) (4473) 2837, dam, Violet III. of Tarbreoch (9575), etc.

Bull, any age.

TORONTO.

1st. Wm. Kough, Owen Sound, "Claverhouse" (imp.) 4250 (1614).

LONDON.

1st. Wm. Kough, Owen Sound, "Claverhouse" (imp.) 4250 (4614).

OTTAWA.

1st. Thos. McCrae, Guelph, "Stanley II. O.E.F. (imp.) (4473), 2837.

Cow, 4 years old and upwards.

TORONTO.

1st. Wm. Kough, Owen Sound, "Countess of Glencairn," (imp.) (9501) 4617, sire, Rover of Newtonairds (2742), dam, Bertha of Newtonairds (3514).
2nd. Thos. McCrae, Guelph, "Queen V. of Drumlaurig," (imp.) (9579) 5911, sire, Netherlea, 3335, dam, Queen III., 4013.
3rd. Thos. McCrae, Guelph, "Good Girl," 7431, (imp.,) sire, Baliol, 1475, dam, Eva, 2844.

LONDON.

1st. Wm. Kough, Owen Sound, "Countess of Glencairn" (imp.) (9501) 4617. (See above, Toronto)
2nd. Wm Kough, Owen Sound, "Rachael" 665, sire, Lord Chelmsford 521, dam, Border Belle, 522.

Cow, 3 years old and upwards.

OTTAWA.

1st. Thos. McCrae, Guelph, "Violet III. of Tarbreoch" (9675), 5916, sire, Scottish Borderer (669), dam, Maid III. (3437), etc.
2nd. Thos. McCrae, Guelph, "Carline" (imp.) (10515) 5932, sire, Blackamore (1175), dam, Susan II. (8573), etc.
3rd. Thos. McCrae, Guelph, "Queen V. of Drumlanrig" (imp), (9579) 5911. (See above, Toronto).

Cow, 3 years old.

TORONTO.

1st. Thos. McCrae, Guelph, "Carline" (imp.), (10515) 5932. (See above, Toronto).
2nd. Wm. Kough, Owen Sound, "Mary V. 3600, sire, Creochs (673), dam, Mary (594) 3291.
3rd. Thos. McCrae, Guelph, "Countess of Arran" 10505, (imp.,) sire, Court Card 4036, dam, Laura, 8203.

LONDON.

1st. Wm. Kough, Owen Sound, "Mary V." 3600. (See above, Toronto).

Heifer, 2 years old.

TORONTO.

1st. Wm. Kough, Owen Sound, "Miss Steele V." 4248, sire, Creochs (673), dam, Miss Steele II. 3452.
2nd. Thos. McCrae, Guelph, "Hannah B. of Guelph" (11080), 5226, sire, Stanley II. O.E.F. 4473, dam, Hannah III. 7699.
3rd. Thos. McCrae, Guelph, "Queenie of Guelph," 5736, sire, The Cob, 4167, dam, Idle Queen 10507).

LONDON.

1st. Wm. Kough, Owen Sound, "Miss Steele V." 4248. (See above, Toronto).

OTTAWA.

1st. Thos. McCrae, Guelph, "Hannah B. of Guelph," (11080) 5026. (See above, Toronto).
2nd. Thos. McCrae, Guelph, "Queenie of Guelph," 5736. (See above, Toronto).
3rd. Thos. McCrae, Guelph, "Columbine," 5934; sire, Current Coin (4037); dam, Netty of Chapelhill (8840), etc.

Heifer, 1 year old.

TORONTO.

1st. Wm. Kough, Owen Sound, "Countess of Glencairn III.," 6116; sire, Claverhouse (imp.) (4250), 4614; dam, Countess of Glencairn (9501).
2nd. Thos. McCrae, Guelph, "Ranee IX.," 5937; sire, Black Crusader, 4504; dam, Ranee IV., 5544.
3rd. Thos. McCrae, Guelph, "Dunara," 6770; sire, Stanley II., O.E.F., 4473; dam, Lizzie VII., 8935.

LONDON.

1st. Wm. Kough, Owen Sound, "Countess of Glencairn III., 6116. (See above, Toronto).
2nd. Wm. Kough, Owen Sound, "Countess of Galloway III.," 6413; sire, Claverhouse, (4250) 4614; dam, Countess of Galloway II. (10089).

OTTAWA.

1st. Thos. McCrae, Guelph, "Ranee IX.," 5937. (See above, Toronto).
2nd. Thos. McCrae, Guelph, "Dunara," 6770. (See above, Toronto).

Heifer Calf, under 1 year.

TORONTO.

1st. Wm. Kough, Owen Sound, "Countess of Galloway III.," 6413 ; sire, Claverhouse (imp. (4250) 4614 ; dam, Countess Galloway II. (10039).
2nd. Wm. Kough, Owen Sound, "Mary VI.," 6415 ; sire, Claverhouse (imp.) (4250) 4614 ; dam, Mary 524 3201.
3rd. Wm. Kough, Owen Sound, "Agnes K. III." 6536 ; sire, Claverhouse (imp.) (4250) 4614 ; dam, Agnes of Egremont 777.

LONDON.

1st. Wm. Kough, Owen Sound, "Mary VI.," 6415. (See above, Toronto.)
2nd. Wm. Kough, Owen Sound, "Agnes K. III.," 6536. (See above, Toronto.)

OTTAWA.

1st. Thos. McCrae, Guelph, "Hanney C., of Guelph," 6775 ; sire Chinaman (4154) ; dam, Hannah A. of Guelph (10532), etc.
2nd. Thos. McCrae, Guelph, "Lady Gladys," 7377 ; sire, Stanley II., O.E.F. (4473) ; dam, Belted Lass, 557, etc.

Herd, consisting of 1 Bull and 4 Females, over 1 year and owned by the exhibitor.

TORONTO.

1st. Wm. Kough, Owen Sound.
2nd. Thos. McCrae, Guelph.

LONDON.

1st. Wm. Kough, Owen Sound.

OTTAWA.

1st. Thos. McCrae, Guelph.
2nd. Thos McCrae, Guelph.

Female, any age.

TORONTO.

1st. Wm. Kough, Owen Sound, "Countess of Glencairn III.," 6116.

DEVONS.

Bull, 3 years old and upwards.

TORONTO.

1st. W. J. Rudd, Eden Mills, "Young Ensign," [925] ; calved April 4th, 1884, bred by Robt. Oliver Priceville ; sire, Red Tom, [834] ; dam, Isabella, [656], by Hartland, [363], etc.
2nd. Samuel Harper, Cobourg, "Brigham, [948] ; calved Sept. 26th, 1885, bred by exhibitor ; sire, Mike, [920] ; dam, Rose of Cobourg, [897], by Garibaldi II., [717], etc.

Bull, 2 years old and upwards.

OTTAWA.

1st. Chas. Mohr, Bell's Corners, Ont.
2nd. W. J. Rudd, Eden Mills, "Young Ensign, [925]. (See above, Toronto).

Bull, 2 years old.

TORONTO.

1st. Samuel Harper, Cobourg, "Buffalo Jack," [935] ; calved March 1st 1888, bred by exhibitor sire, Mike, [920] ; dam, Annie, [922], by Sir Walter, [843], etc.

Bull, 1 year old.

TORONTO.

1st. W. J. Rudd, Eden Mills, "Hero," [982] ; calved March 20th, 1889, bred by exhibitor, sire, Rose's Duke, (imp.) [929] ; dam, Beauty, [800], by Kempenfelt, [719], etc.
2nd. Samuel Harper, Cobourg, "Noah ;" sire, Luther, [931] ; dam, Polly Perkins.
3rd. W. J. Rudd, Eden Mills, "Captain," [984] ; calved March 10th, 1889, bred by exhibitor ; sire, Lansdowne, [933] ; dam, Lady Creamer, [929], by Marquis II., [871], etc.

OTTAWA

1st. W. J. Rudd, Eden Mills, "Hero," [982]. (See above, Toronto).
2nd. W. J. Rudd, Eden Mills, "Captain," [984]. (See above, Toronto).

Bull Calf, under 1 year.

TORONTO.

1st. Samuel Harper, Cobourg, "George;" sire, Luther, [931]; dam, Sally, [923].

Bull, any age.

TORONTO.

1st. W. J. Rudd, Eden Mills, "Young Ensign," [925].

OTTAWA.

1st. W. J. Rudd, Eden Mills, "Hero," [982].

Cow, 4 years old and upwards.

TORONTO.

1st. W. J. Rudd, Eden Mills, "Rose," [849]; calved May 22nd, 1881, bred by John Howes; sire, King of the Ocean, [727]; dam, Blue Bell, [346], by Samson VI., [510], etc..
2nd. W. J. Rudd, Eden Mills, "Esmeralda O.E.F.," [936]; calved March 26th, 1886, bred by the Ontario Experimental Farm, Guelph; sire, Rose's Duke, [929]; dam, Esmerelda, (imp.) [928], by Chancellor, (1047), etc.
3rd. Samuel Harper, Cobourg, "Lucy," [931]; calved June 2nd, 1885, bred by exhibitor; sire, Sir Walter, [843]; dam, Lady Dufferin, [728], by Garibaldi II., [717], etc.

Cow, 3 years old and upwards.

OTTAWA.

1st. W. J. Rudd, Eden Mills, "Esmerelda O.E.F.," [936]. (See above, Toronto).
2nd. W. J. Rudd, Eden Mills, "Rose," [849]. (See above, Toronto).
3rd. W. J. Rudd, Eden Mills, "Dido," [951]; calved May 20th, 1887, bred by exhibitor; sire, Victor, [884]; dam, Beauty, [800], by Kempenfelt, [719], etc.

Cow, three years old.

TORONTO.

1st. W. J. Rudd, Eden Mills, "Rene." [952]; calved April 20th, 1887, bred by exhibitor; sire, Victor, [884]; dam, Rose, [849], by King of the Ocean, [727], etc.
2nd. W. J. Rudd, Eden Mills, "Dido," [951]. (See above, Ottawa).
3rd. Samuel Harper, Cobourg, "Susan." [955]; calved April 1st, 1887, bred by exhibitor: sire, Mike, [920]; dam, Lizzy, [894], by Garibaldi II., [717], etc.

Heifer, 2 years old.

TORONTO.

1st. W. J. Rudd, Eden Mills, "Frances." [962]; calved March 10th, 1888, bred by exhibitor; sire, Lord Lansdowne, [933]; dam, Red Rose, [890], by Professor, [847], etc.
2nd. W. J. Rudd, Eden Mills, "Effie," [963]; calved June 2nd, 1888, bred by exhibitor; sire, Lord Lansdowne [933]; dam, Linda May. [714.] by Sir Walter, [614], etc.
3rd. W. J. Rudd, Eden Mills. "Ethel," [961]. calved May 20th 1888, bred by exhibitor; sire, Lord Lansdowne, [933]; dam, Rose, [953] by John A., [852], etc.

OTTAWA.

1st. W. J. Rudd, Eden Mills, "Frances," [962]. (See above, Toronto).
2nd. W. J. Rudd, Eden Mills, "Ethel," [961]. (See above, Toronto).
3rd. W. J. Rudd, Eden Mills, "Effie [963]. (See above, Toronto).

Heifer 1 year old.

TORONTO.

1st. W. J. Rudd, Eden Mills, "Fanny," [935]; calved May 20th, 1889 bred by exhibitors; sire, Lord Lansdowne, [933]; dam, Rose, [953], by Sir John A., [85], etc.
2nd. Samuel Harper, Cobourg, "Lily [930]; calved April 1st, 1889, bred by exhibitor; sire, Luther, [981]; dam, Sally, [923], by Jack's Alive, [749], etc.
3rd. W. J. Rudd, Eden Mills, "Gem," [985]; calved Jan. 15th, 1889, bred by exhibitor; sire, Lord Lansdowne, [933]; dam, Charlotte, [954], by Curly Tom, [886], etc.

OTTAWA.

1st. W. J. Rudd, Eden Mills, "Gem, [986]. (See above, Toronto).
2nd. W. J. Rudd, Eden Mills, "Fanny," [935]. (See above, Toronto).

Heifer Calf, under 1 year.

TORONTO.

1st. W. J. Rudd, Eden Mills, "Roda;" sire, Duke, [947]; dam, Rose, [953], by John A., [952], etc
2nd. W. J. Rudd, Eden Mills, "Twilight;" sire, Duke 947; dam, Charlotte, [954], by Curly Tom [86], etc.
3rd. Samuel Harper, Cobourg, "Dame Trot;" sire, Buffalo Jack. [ ], dam, Lizzie.

OTTAWA.

1st. W. J. Rudd, Eden Mills, "Roda." (See above, Toronto).
2nd. W. J. Rudd, Eden Mills, "Twilight." (See above, Toronto).

Herd, consisting of 1 bull and 4 females, over 1 year old, owned by the exhibitor.

TORONTO.

1st. W. J. Rudd, Eden Mills.
2nd. Samuel Harper, Cobourg.

OTTAWA.

1st. W. J. Rudd, Eden Mills.
2nd. W. J. Rudd, Eden Mills.

Female, any age.

TORONTO.

1st. W. J. Rudd, Eden Mills, "Rene," [952].

AYRSHIRES.

Bull, 3 years old and upwards.

TORONTO.

1st. Jas Drummond, Petite Cote, Montreal, Que., "Rob Roy of Park Hill," —876—; dark red with large white spots, calved Jan. 4th, 1886, bred by exhibitor; sire, Promotion, (imp.) —81—; dam, Viola III., (imp.), —1612—.
2nd. W. M. & J. C. Smith, Fairfield Plains, "Rob Roy of Oxford," —300—; brown and white, calved March, 1881, bred by Thos. Nichol, Plattsville; sire, Arthur Mars, —109—; dam, Fancy, —523— by Canada, —153—, etc.
3rd. Jas. McCormick, Rockton, "Campbell O.E.F.," —357—; red and white, calved June 5th, 1885, bred the Ontario Agricultural College, Guelph; sire, Campbell of Drumlanrig, (imp.) —39—; dam, Stately III. of Drumlanrig, (imp.), —74—.

LONDON.

1st. M. Ballantyne, St. Mary's, "Lorne of the Lee, —579—; dark red and white, calved Oct. 31st, 1886, bred by A. P. Bull, Stanstead, Que.; sire, Sandy Lee, —578—; dam, Mary True, —1179— by Dunmore —577— etc.

Bull, 2 years old and upwards.

OTTAWA.

1st. Jas. Drummond, Petite Cote, Montreal, Que., "Rob Roy of Parkhill," —876—. (See above, Toronto).
2nd. R. Robertson, Howick, Que., "Golden Guinea" 4454; red and white, calved May 14th, 1886, bred by Jas. Stephen, Trout River, Huntingdon, Que.; sire, Duke of Argyle, 2921; dam, Daisy II. 2915, b Lord Dufferin, 1170, etc.
3rd. W. C. Edwards & Co., Rockland, "Duke of Ayr."

Bull, 2 years old.

TORONTO.

1st. T. Guy, Oshawa, "Butterfly Duke," —501—: red and white, calved April 2nd, 1888, bred by exhibitor; sire, Butterfly of Oshawa, —352—; dam, Perfection, —181—, by Eclipse, —105—, etc.
2nd. Thos. Brown, Petite Cote, Montreal, Que.
3rd. Jno. Cunningham, Norval, "Tam O'Shanter," —469—; red and white, calved March 27th, 1888, bred by Jas. Clark, Brampton; sire, Campbell O.E.F., —357—; dam, Maud Mars, —634—, by Sir Colin, —138—, etc.

LONDON.

1st. Thos. Guy, Oshawa, "Butterfly Duke," —501—. (See above, Toronto).
2nd. Nichol Bros., Plattsville, "Oxford King," —A55—; red and white, calved Oct. 13th, 1887, bred by Thos. Nichol, Plattsville; sire, Ramsay Lad, —A42—; dam, Flora of Oxford, —525—, by Rob Roy of Oxford, —300—, etc.

Bull, 1 year old.

TORONTO.

1st. Thos. Guy, Oshawa, "Gen. Gordon."
2nd. W. M. & J. C. Smith, Fairfield Plains, Ont., "Burford" —585—, red and white; bred by exhibitors; sire, Rob Roy of Oxford —300—, dam, Gurta IX. —340—, by Stonecalsey III. —431—, etc.
3rd. Jas. McCormick, Rockton, "Eclipse" —777—, dark red and white, calved Sept. 3rd, 1888; bred by exhibitor: sire, Hero of Rockton —220—, dam, Rosebud —198—, by Indian Chief —129—, etc.

LONDON.

1st. Kains Bros., Byron, "Prince of Byron" —583—, red and white, calved Sept. 20th, 1888; bred by Kains Bros., Byron; sire, Stonecalsay (imp.), —34—, dam, Victoria of Byron —484—, by Lord Primrose —269—, etc.
2nd. Thos. Guy, Oshawa, "Baron of Park Hill" —978—, dark red and white, calved Aug. 16th, 1889; bred by Jas. Drummond, Petite Cote, Montreal, Que.: sire, Rob Roy —876—, dam, Lillie of Hardiston (imp.) —1642—.

OTTAWA.

1st. Jas. Drummond, Petite Cote, Montreal, "Victor of Park Hill," 5721.
2nd. F. W. Kennedy, Billings Bridge, "Duncan" —603—, red and white, calved Aug. 27th, 1889; bred by exhibitor; sire, Frank Ramsay —449—, dam, Silva —904—, by Cherry Prince, jr. —445—, etc.
3rd. W. C. Edwards & Co., Rockland, "Donovan," 5319.

Bull calf, under 1 year.

TORONTO.

1st. Jas. Drummond, Petite Cote, Montreal, Que., "Morgan of Park Hill," 5128.
2nd. Wm. Stewart, jr., Menie, "Lorne of the Lee" —8 8—, red and white, calved Dec. 22nd, 1889; bred by exhibitor; sire, Gen. Middleton —443—, dam, Annie Laurie —1096—, by Wellington *alias* Gladstone —330—, etc.
3rd. Thos. Brown, Petite Cote, Montreal, "Cock a Bendie," 5365.

LONDON.

1st. Thos. Guy, Oshawa, "White Prince," sire, Butterfly Duke —501—, dam, Model —403—, by Bismarck —119—, etc.
2nd. Geo. Hill, Delaware, "Robbie Burns" —A207—, red and white, calved March 4th, 1890; bred by exhibitor; sire, Malcolm —594—, dam, Louisa II —A87—, by Charlie Ross —A45—, etc.

OTTAWA.

1st. Jos. Yuill, Carleton Place, "Jock Meadowside" —713—, red and white, calved Feb. 18th, 1890; bred by exhibitor; sire, Jock —344—, dam, Bonny Lass —670—, by Carrick Lad —176—, etc.
2nd. Thos. Brown, Petite Cote, Montreal Que.
3rd. Jas. Drummond, Petite Cote, Montreal, Que., "Morgan of Parkhill, 5128. (See above, Toronto.)

Bull, any age.

TORONTO.

1st. Jas. Drummond, Petite Cote, Montreal, "Rob Roy," 3971.

LONDON.

1st. Thos. Guy, Oshawa, "Butterfly Duke" —501—.

OTTAWA.

1st. Jas. Drummond, Petite Cote, Montreal, "Rob Roy," 3971.

Cow, 4 years old and upwards.

TORONTO.

1st. Jas. Drummond, Petite Cote, Montreal, "Viola III." —1612—, red and white, calved in 1882; bred by Chas Kay, Mill Farm, Gargunnock, Scotland; sire, Gallant Graham, dam, Viola II., by Ethelbert, etc.
2nd. Jas. McCormick, Rockton, "Primrose IV." —302—, red and little white, calved Sept. 20th, 1878; bred by Thos. Guy, Oshawa; sire, Indian Chief —129—, dam, Primrose III. —196—, by Eclipse —105—, etc.
3rd. Thos. Brown, Petite Cote, Montreal.

LONDON.

1st. Kains Bros., Byron, "Jennie of Auchenfrain" (imp.) —129—, red and white, calved April, 1882; imported in 1884, bred by Robt. Wallace, Auchenfrain, Scotland; sire, Duke III. (647), dam, Paisley, by Wallace of Drumlanrig (61), etc.
2nd. Thos. Guy, Oshawa, "Ida" —845—, white and red, calved March 10th, 1884; bred by John Lawrie, Malvern; sire, Lord Lorne —307—, dam, Mary —836—, by Carluke —428—, etc.

Cow, 3 years old and upwards.

OTTAWA.

1st. Jas. Drummond, Petite Cote, Montreal, Que., "Viola III." —1612—. (See above, Toronto.)
2nd. Thos. Brown, Petite Cote, Montreal, Que.
3rd. Jas Drummond, Petite Cote, Montreal, Que., "Lillie of Hardiston" (imp.) —1642—, red with small white spots, calved April 29th, 1883; bred by Duncan Keir, Hardiston, Bucklyvil, Scotland: sire, Young Baron, dam, The Twin, both in Scotland.

Cow, 3 years old.

TORONTO.

1st. Jas. Drummond, Petite Cote, Montreal, "Viola V.," 4540, white with small red spots, calved Aug. 23rd, 1887; bred by exhibitor; sire, Promotion (imp.), —81—, dam, Viola III. (imp.), —1612—, by Gallant Graham, etc.
2nd. T. Guy, Oshawa, Ont., "Lady Wallace II." —909—, red and white, calved Dec. 20th, 1887; bred by exhibitor; sire, Butterfly of Oshawa —454—, dam, Lady Wallace —913—, by William Wallace —130—, etc.
3rd. W. Stewart, jr., Menie, "Jessie Stewart" —528—, red and white; bred by exhibitor, sire, Success —305—, dam, Princess of Menie —537—, by Duke of Belleville —302—, etc.

LONDON.

1st. Kains Bros., Byron, "Flossy" —1193—, red and white, calved Aug. 21st. 1887; bred by A. Kains & Sons, Byron; sire, Stonecalsay (imp.) —34—, dam, Dolly of Byron —1086—, by Watty Mars —268—, etc.
2nd. Thos. Guy, Oshawa, "Roseate II." —A360—, red and white, calved April 10th. 1880; bred by exhibitors; sire Indian Chief —129—, dam, Roseate —A212—, by Bismarck —119—, etc.

Heifer, 2 years old.

TORONTO.

1st. Thos. Guy, Oshawa, "Lady Wallace III." —1741—, red and white, calved Dec. 20th, 1887; bred by exhibitor; sire, Butterfly of Oshawa —454—, dam, Lady Wallace (913), by Wm. Wallace —130—, etc.
2nd. Wm. Stewart, jr., Menie, "Lady McDonald" —899—, red and white, calved May 14th, 1888; bred by exhibitor; sire, General Middleton —443—, dam, Princess of Menie —537—, by Duke of Bellevue —302—, etc.
3rd. Jas. Drummond, Petite Cote, Montreal, "Bird" P. H., 5120.

LONDON.

1st. Geo. Hill, Deleware, "Eve."
2nd. Thos. Guy, Oshawa, "Lady Wallace III.," —1741—. (See above, Toronto.)

OTTAWA.

1st. W. C. Edwards & Co., Rockland, "Lindsay 5th of Barcheskie."
2nd. W. C. Edwards & Co., Rockland, "Countess of Barcheskie."
3rd. Thos. Brown, Petite Cote, Montreal, Que.

Heifer, 1 year old.

TORONTO.

1st. T. Guy, Oshawa, Ont., "Model 5th" —1200—, red and white, calved Oct. 1st, 1888; bred by exhibitor, sire, Butterfly of Oshawa, —454—, Model, —403—, by Bismarck, —119—, etc.
2nd. Jas. McCormick, Rockton, "Primrose VI." sire, Hero of Rockton IV.
3rd. Jas. Drummond, Petite Cote, Montreal, Que., "Beatrice of Park Hill, 5001.

LONDON.

1st. Thos. Guy, Oshawa, "Violet 3rd —1251—, red and white, calved Sept. 5th, 1888; bred by exhibitor, sire, Butterfly Duke —454—, dam, Violet —763—, by Wm. Wallace —130—, etc.
2nd. Thos. Guy, Oshawa, "Model V. —1200—. (See above, Toronto).

OTTAWA.

1st. Jas. Drummond, Petite Cote, Montreal, Que., "Beatrice of Park Hill" 5001. (See above, Toronto
2nd. J. G. Clarke, Ottawa.
3rd. W. C. Edwards & Co., Rockland, "Rosa Bella" —1322—, red and white, calved April 8th, 1889; bred by exhibitor, sire, Promotion (imp.) —81—, dam, Elsie II. —1293—, by Sir Roger III. —609—, etc.

Heifer calf under 1 year.

TORONTO.

1st. Thos. Brown, Petite Cote, Montreal, Que.
2nd. Jas. Drummond, Petite Cote, Montreal, Que., "Nell of Park Hill," 5127
3rd. Jas. McCormick, Rockton, "Flora Campbell."

LONDON.

1st. Thomas Guy, Oshawa, "Ida III.," sire Butterfly of Oshawa —454—, dam, Ida [1837].
2nd. Kains Bros., Byron, "Vida D."

OTTAWA.

1st. Thos. Brown, Petite Cote, Montreal, Que.
2nd. Jas. Drummond, Petite Cote, Montreal "Nell of Park Hill" 5127.
3rd. Jas. Yuill, Carleton Place, "May Meadowside "—750— red and white, calved Jan. 21st, 1890; bred by exhibitor, sire, Jock, —344—, dam, Beauty Bride, —690—, by Rob Roy of Oxford, —309—, etc.

Herd consisting of 1 Bull and 4 females over 1 year old, owned by exhibitors.

TORONTO.

1st. Jas. Drummond, Petite Cote, Montreal, Que.
2nd. Jas. McCormick, Rockton.
3rd. Thos. Guy, Oshawa.

LONDON.

1st. Kains Bros., Byron.

OTTAWA

1st. Jas. Drummond, Petite Cote, Montreal.
2nd. Thos. Brown, Petite Cote, Montreal, Que.
3rd. W. C. Edwards & Co., Rockland.

Female any age.

TORONTO.

1st. Jas. Drummond, Petite Cote, Montreal Que., "Viola III." (imp.) —1612—.

JERSEYS.

Bull 3 years old and upwards.

TORONTO.

1st. Geo. Smith & Son, Grimsby.
2nd. Wm. Rolph, Markham, "Canada's John Bull V." 20092, sire, Canada's John Bull, dam Marion Poges.
3rd. W. A. Reburn, Ste. Anne de Bellevue, Que., "Orloff's Stoke Poges" 11157. sire, Orloff, 3143, dam, Cheerful of St. L.

LONDON.

1st. Rock Bailey, Union, "Royal Mike of Oak Grove" 23021, sire, Marlett's Champion, 6676, dam, Lady Mickikee, 50094, etc.

Bull, 2 years old and upwards.

OTTAWA.

1st. W. A. Ruben, Ste. Anne de Bellevue, Que., "Orloff's Stoke Poges" 11157. (See above Toronto.)
2nd. E. B. Eddy, Hull, Que., "Rioter Lisgar Pogis" 15976, sire, Rioter Lisgar, 11520, dam, Millie McClellan. 25338, by Snedens, 4882.
3rd. W. A. Reburn, Ste. Anne de Bellevue, Que., "Prince Hugo of Ste. Anne's, 23710.

Bull, 2 years old.

TORONTO.

1st. J. Clark, Brampton, "Mighty Dollar" 24051, sire, One Hundred Per Cent, dam, Dove of Copely Springs.
2nd. A. McLean Howard, Jr., Toronto, "Chief of Glen Duart" 24340, sire, Canada's John Morgan, 16853, dam, St. Helier Onona.
3rd. Oakdale Stock Farm, Pickering, "Bell Boy." sire, Ollie Boy, 16668, dam, Chisbie Pride, 24618.

LONDON.

1st. H. R. Moore, London.

Bull, 1 year old.

TORONTO.

1st. John Maughan, Toronto, "Fawn King" 22791, sire, Canada's John Morgan, 16853, dam, Violet of Glen Duart, 40710.
2nd. A. M. Dodge, Waubaushene, "Malcolm" 23718, sire, Albert's John Bull, 18320, dam, Fancy of Verna, 18589.
3rd. W. A. Reburn, Ste. Anne de Bellevue, Que., "Victor Hugo of Ste. Annes" 25701, sire, Hebes Victor Hugo, dam, Queen of Ste. Annes.

London

1st. Jno. O'Brien, London West, "Hero of Spring Farm" 41.
2nd. Rock Bailey, Union, Oak Grove, "Stoke Poges," sire, Kitty's Stoke Poges, 19328, dam, Lillian Poges, 47974, etc.

Ottawa.

1st. W. A. Reburn, Ste. Anne de Bellevue, Que., "Victor Hugo of Ste. Annes," 25701. (See above, Toronto.)
2nd. T. B. Caldwell, Lanark, "Clyde Pogis," 22421.
3rd. W. A. Reburn, Ste. Anne de Bellevue, Que., "May's Pogis of St. Anne's," 25702.

Bull Calf, under 1 year.

Toronto.

1st. A. McLean Howard, Jr., Toronto, ; sire, Canada's Jno. Morgan, 16853; dam, Mary of Glen Duart, 40709, etc.
2nd. A. M. Dodge, Waubashene, ; sire, Albert's John Bull, 18320; dam, Eastern Star, 20145, etc.
3rd. W. A. Reburn, Ste. Anne de Bellevue, Que., "Lisgar Pogis of Ste. Anne's," 257041; sire, ; dam, Snowdrop of Ste. Anne.

London.

1st. Jno. O'Brien, London West, "London Lad," 22.

Ottawa.

1st. W. A. Reburn, Ste. Anne de Bellevue, Que., "Lisgar Pogis of Ste. Anne's," 25704. (See above, Toronto).
2nd. W. A. Reburn, Ste. Anne de Bellevue, Que., "Gipsy Boy of Ste. Anne's," 25705.

Bull, any age.

Toronto.

Geo. Smith & Son, Grimsby.

London.

Jno. O'Brien, London West, "Hero of Spring Farm," 22.

Ottawa.

W. A. Reburn, Ste. Anne de Bellevue, Que., "Orloff's Stoke Pogis," 11157.

Cow, 4 years old and upwards.

Toronto.

1st. W. A. Reburn, Ste. Anne de Bellevue, Que., "Jolie of St. Lambert IV.," 38666; sire Orloff's Stoke Pogis; dam, Pogis Jolie of Lambert, etc.
2nd. A. M. Dodge, Waubushene, "Fancy of Verna," 18589; sire, Engineer, 3606; dam, "Fairy of Verna 18589.
3rd. A. McLean, Howard Jr., Toronto, "Mary of Glen Duart," 40709; sire, Actor of Hillhurst 10404; dam, Rose of Hillhurst 22806, etc.

London.

1st. Jno. O'Brien, London West, "Eye of Hillhurst," 22808.
2nd. Rock Bailey, Union, "St. Lambert's Beauty," 41069; sire, Diana's Rioter, 10486; dam, Beauty of Lee Farm, 15694, etc.

3 years old and upwards.

Ottawa.

1st. W. A. Reburn, Ste. Anne de Bellevue, Que., "Jolie of St. Lambert IV." 38666. (See above, Toronto)
2nd. W. A. Reburn, Ste. Anne de Bellevue, Que., "Dora of St. Anne's," 41014.
3rd. W. A. Reburn, Ste. Anne de Bellevue, Que., "Jolie of St. Lambert V.," 47354.

Cow, 3 years old.

TORONTO.

1st. A. McLean Howard, Jr., Toronto, "Cathula of Gen. Duart," 44220; sire, Actor of Hillhurst, 10404; dam, Rose of Hillhurst, 22806, etc.
2nd. W. A. Reburn, Ste. Anne de Bellevue, Que., "Jolie of St. Lambert V.," 47354; sire, Hebes Victor Hugo; dam, Jolie of St. Lambert, etc.
3rd. Oaklands Stock Farm, Pickering.

LONDON.

1st. Rock Bailey, Union, "Champion's Zippie," 50093; sire, Marlett's Champion, 6676; dam, Lion's Zippie 17325, etc.

Heifer, 2 years old.

TORONTO.

1st. W. A. Reburn, Ste. Anne de Bellevue, Que., "Lady Banff of Ste. Anne IV.," 59994; sire, Romeo of St. Lambert; dam, Lady Banff of Ste. Anne, etc.
2nd. Wm. Rolph, Markham, "St. Lambert's Nancy," 56503, sire, Canada's John Bull; dam, Nancy of St. Lambert, etc.
3rd. G. Smith & Son, Grimsby.

LONDON.

1st. H. R. Moore, London.
2nd. H. R. Moore, London.

OTTAWA.

1st. W. A. Reburn, Ste. Anne de Bellevue, Que., "Lady Banff of Ste. Anne's" 4th, 59994.
2nd. Fowler & Storr, Ottawa.
3rd. Fowler & Storr, Ottawa.

Heifer, 1 year old.

TORONTO.

1st. W. A. Reburn, Ste. Anne de Bellevue, Que., "Lorna Doon of Ste. Anne II." 65969; sire, Hebes Victor Hugo; dam, Lorna Doon of Ste. Anne's, etc.
2nd. W. A. Reburn, Ste. Anne de Bellevue, Que., "Eva of Ste. Anne" 65011; sire, Lord Lisgar of Ste. Anne; dam, Pearl of Ste. Anne, etc.
3rd. Wm. Rolph, Markham, "Brier of St. Lambert," 61750; sire, Canada's John Bull III.; dam, Sweet Briar, etc.

LONDON.

1st. Rock Bailey, Union, "Rose of Oak Grove" 58352; sire, King Hugo of Ste. Anne's 16396; dam, Daisy of Maple Lane, 44546, etc.
2nd. Rock Bailey, Union, "Ethel of Oak Grove" 58351; sire, King Hugo of Ste. Anne's 16396; dam, Clover Smith, 29523, etc.

OTTAWA.

1st. W. A. Reburn, Ste Anne de Bellevue, Que., "Eva of Ste Anne's," 65011. (See above, Toronto).
2nd. W. A. Reburn, Ste Anne de Bellevue, Que., "Lorna Doon of Ste. Anne's 2nd," 65969. (See above, Toronto).
3rd. W. A. Reburn, Ste Anne de Bellevue, Que., "Briar of Ste Anne's," 65008.

Heifer Calf, under 1 year.

TORONTO.

1st. J. H. Smith, Highfield, "Phyllis;" sire, Pr. Oak Lawn, 18851; dam, Mabel, 9513, etc.
2nd. W. A. Reburn, Ste Anne de Bellevue, Que., "Pet of Ste Anne 2nd, 65973; sire, Romeo of Ste Lambert; dam, Pet of Ste Anne.
3rd. A. M. Dodge. Waubaushene,————————sire, Albert's John Bull 18320; dam, Eastern Star, 20145, etc.

LONDON.

1st. Rock Bailey, Union, "Mauline of Oak Grove,"————sire, King Hugo of Ste Anne's 16396; dam, St. Lamberts Beauty, 41069, etc.

OTTAWA.

1st. Fowler & Starr, Ottawa.
2nd. W. A. Reburn, Ste Anne de Bellevue, Que., "Jolie of St. Lambert 6th," 65972.
3rd. W A. Reburn, Ste Anne de Bellevue, Que., "Pet of Ste Anne's 2nd," 65973. (See above, Toronto).

Herd, consisting of 1 Bull and 4 Females, over 1 year old, owned by exhibitor.

TORONTO.

1st. W. A. Reburn, Ste Anne de Bellevue, Que.
2nd. G. Smith & Son, Grimsby.
3rd. A. McLean Howard, jr., Toronto.

LONDON.

1st. Rock Bailey, Union.

OTTAWA.

1st. W. A. Reburn, Ste Anne de Bellevue, Que.
2nd. do do do
3rd. do do do

GUERNSEYS.

Bull, 2 years old and upwards.

OTTAWA.

1st. Hon. J. J. Abbott, St. Anne's, Que., "Rosinas Presto," (1880).

Cow, three years old and upwards.

OTTAWA.

1st. Hon. J. J. C. Abbott, Ste Anne's, Que., "Rosina," (735).

Heifer, two years old.

OTTAWA.

1st. Hon. J. J. C. Abbott, Ste Anne's, Que., "Rosary," (3549).

Heifer, 1 year old.

OTTAWA.

1st. Hon. J. J. C. Abbott, Ste Anne's, Que., "Nipthelos," (4602).
2nd. Hon. J. J. C. Abbott, Ste Anne's, Que., "Rosina 3rd," (4606).

Heifer Calf, under 1 year.

OTTAWA.

1st. Hon. J. J. C, Abbott, Ste Anne's, Que., "Rosina V."
2nd. Hon. J. J. C. Abbott, Ste Anne's, Que., "Rosina 4th."

Herd, consisting of one Bull and four females, over 1 year.

OTTAWA.

1st. Hon. J. J. C. Abbott, Ste Anne's, Que.

HOLSTEINS.

Bull, 3 years old and upwards.

TORONTO.

1st. Alex. Kennedy, Ayr, "Woodbine Prince," 6712; sire, Tyrant, 4017; dam, Flora Jane (imp.), 10447, etc.
2nd. Smith Bros., Churchville, "Minks Mercedes Baron," 5676; sire, Mercedes Prince, dam, Mink, etc.
3rd. A. C. Hallman & Co, New Dundee, "Prairie Aaggie Prince," 2; sire, Royal Aaggie; dam, Prairie Flower, etc.

LONDON.

1st. A. C. Hallman & Co, New Dundee, "Prairie Aaggie Prince, 2. (See above, Toronto).
2nd. Wyton Stock Breeders Ass'n, Wyton, "Konig Nicholaas," 531 ; sire, Nicholaas, 184 ; dam, Geerje, 906, etc.

Bull, 2 years old and upwards.

OTTAWA.

1st. Jas. Fletcher, Oxford Mills, "Burback," 15277.
2nd. F. H. McCrae, Brockville.
3rd. F. H. McCrae, Brockville.

Bull, 2 years old.

TORONTO.

1st. Maple Grove Stock Farm, Picton, "Earlescourt Chief," 10079 ; sire, Prince Rutherford ; dam, Rosa B. Arminie, etc.

LONDON.

1st. John H. Silvester, Ratho, "Oxford Billy," 12422 ; sire, Prince Prestage, 2117 ; dam Michigan Maid, 211, etc.
2nd. Wyton Stock Breeders Ass'n, Wyton, "Baron Milburn," 8717 ; sire, Sir James of Aaggie, 1452 ; dam, Fadetta, 2718, etc.

Bull, 1 year old.

TORONTO.

1st. A. C. Hallman & Co., New Dundee, "Royal Canadian Netherland," 14804 , sire, Netherland Prince ; dam, Princess Margaret, etc.
2nd. Felin & Breckin, Oakville, "Island Maid's Dickson," 15413 ; sire, Sir Dickson ; dam, Island Maid, etc.

LONDON.

1st. A. C. Hallman & Co., New Dundee, "Royal Canadian Netherland," 14804. (See above, Toronto.)

OTTAWA.

1st. Thos. Davidson, Spring Valley, "Lady Saltine 2nd's Prince," 14738.
2nd. Thos. Davidson, Spring Valley, "Grip 2nd," 14912.

Bull calf, under 1 year.

TORONTO.

1st. Smith Bros., Churchville, "Cornelia's Tensen's Mink's Mercedes," sire Mink's Mercedes Baron, dam, Cornelia Tensen, etc.
2nd. R. S. Stevenson, Ancaster, ———— sire, Netherland Romulus, dam, Cora Tensen.
3rd. Alex. Kennedy, Ayr, "Eligible," sire, Iras King, 12029, dam, Mavourney, 9200, etc.

LONDON.

1st. Wyton Stock Breeders' Association, Wyton, "Stamford," 15883 sire, Sir James of Aaggie, 1452, dam. Keturah, 1595, etc.
2nd. Wyton Stock Breeders' Association, Wyton, "Auctioneer Boy," 15882, sire, Baron Milburn, 8717, dam, Ernestine II., 475, etc.

OTTAWA.

1st. Jas. Fletcher, Oxford Mills.
2nd. Thos. Davidson, Spring Valley, "Captain Dan McGinty."
3rd. Jas. Fletcher, Oxford Mills.

Bull, any age.

TORONTO.

1st. Alex. Kennedy, Ayr, "Woodbine Prince," 6712.

LONDON.

1st. A. C. Hallman & Co., New Dundee, "Prairie Aaggie Prince," 2.

OTTAWA.

1st. Jas. Fletcher, Oxford Mills, "Burback," 15277.

Cow, 4 years old and upwards.

TORONTO.

1st. Smith Bros., Churchville, "Marion," (imp.), 1812, sire, Nicholas II., dam, Yepypma, etc.
2nd. Alex. Kennedy, Ayr, "Mavourney" (imp.), 9200, sire, ———— dam, Wilhelmina, 268, etc.
3rd. R. T. Stevenson, Ancaster, "Patsy" (imp.), 970, sire, District Bull, dam, Trigntje, etc.

LONDON.

1st. Wyton Stock Breeders' Association, Wyton, "Sir Henry of Aaggie's Maid," 8195, sire, Sir Henry of Aaggie, 1450, dam, La Polka II., 2772, etc.
2nd. A. C. Hallman & Co., New Dundee, "Mina Rooker," 9893.

Cow, 3 years old and upwards.

OTTAWA.

1st. F. H. McCrae, Brockville.
2nd. Jas. Fletcher, Oxford Mills, "Ottile II."
3rd. Jas. Fletcher, Oxford Mills, "Vronka."

Cow, 3 years old.

TORONTO.

1st. Smith Bros., Churchville, "Siepkje IV.," 10349, sire, Rothmere, dam, Siepkje.
2nd. Jno. Woodhall, Brampton, "Edgely Beauty," 6548, Vol. H.F.H.B., sire D. of Edgely, dam, Brema.
3rd. A. C. Hallman & Co., New Dundee, "Phœbe Zeeman II.," 9169, sire, Prairie Aaggie Prince, dam, Phœbe Zeeman.

LONDON.

1st. A. C. Hallman & Co., New Dundee, "Phœbe Zeeman II.," 9169. (See above, Toronto.)

Heifer, 2 years old.

TORONTO.

1st. A, C. Hallman & Co., New Dundee, "Queen of Waterloo," 14666, sire, African Prince, dam, Mina Rooker, etc
2nd. Alex. Kennedy, Ayr, "Princess of Woodbine," 14293, sire, Tyrant, 4017, dam, Flora Jane II., 4061, etc.
3rd. Felan & Breckin, Oakville, "Anna Roberts II.," 16326, sire, McComb, dam, Anna Roberts, etc.

LONDON.

1st. A. C. Hallman & Co, New Dundee, "Queen of Waterloo," 14666. (See above Toronto).
2nd. Wyton Stock Breeders Association, Wyton, "Gipsy Queen 3rd's Daughter," 11131 sire, Sir James of Aaggie, 1452, dam, Gipsy Queen III, 3491, etc.

OTTAWA.

1st. Jas. Fletcher, Oxford Mills, "Hasketon Belle," 13939.
2nd. Jas. Fletcher, Oxford Mills, "Winston," 13940.

Heifer 1 year old.

TORONTO.

1st. A. C. Hallman & Co., New Dundee, "Artis Kassie III," 20754, sire, Prairie Aaggie Prince, dam, Artis Kassie, etc.
2nd. Smith Bros Churchville, "Little Tensen" 17880, sire, Ykema V., dam, Cornelia Tensen, etc.
3rd. Smith Bros., Churchville, "Aaggie Idaline VI's. Princess" (imp.) 13030, sire, Prince of Artis, dam, Aaggie Idaline VI., etc.

LONDON.

1st. A. C. Hallman & Co., New Dundee, "Artis Kassie III." 20754. (See above, Toronto).
2nd. Wyton Stock Breeders Association, Wyton, "Fadetta III." 15791, sire, Sir James of Aaggie 1452, dam, Fadetta 2718, etc.

OTTAWA.

1st. F. H. McCrae, Brockville.
2nd. F. H. McCrae, Brockville.
3rd. Jas. Fletcher, Oxford Mills, "Kitty Marlin 19652.

Heifer calf under 1 year.

TORONTO

1st. A. C. Hallman & Co., New Dundee, "Princess Medina," sire, Prairie Aaggie Prince, dam, Princess Margaret, etc.
2nd. A. C. Hallman & Co., New Dundee, "Princess Lena."
3rd. A. C. Hallman & Co., New Dundee, "Flora Ann's Gem," sire, Prairie Aaggie Prince, dam, Flora Ann, etc.

LONDON.

1st. A. C. Hallman & Co., New Dundee, "Flora Ann's Gem." (See above, Toronto).
2nd. Wyton Stock Breeder's Association, Wyton, "Ybeltje of Wyton 22067, sire, Mooie Hartog III. 408, dam, Ybeltje 5th, 1268 etc.

OTTAWA.

1st. Jas. Fletcher, Oxford Mills.
2nd. Jas. Fletcher, Oxford Mills.
3rd. F. H. McCrae, Brockville.

Herd consisting of 1 bull and 4 females over 1 year, owned by exhibitor.

TORONTO.

1st. Alex. Kennedy, Ayr.
2nd. Smith Bros., Churchville.
3rd. R. S. Stevenson, Ancaster.

LONDON.

1st. A. C. Hallman & Co., New Dundee.

OTTAWA.

1st. Jas. Fletcher, Oxford Mills.
2nd. F. H. McCrae, Brockville.

ONTARIO VETERINARY COLLEGE.

The Graduating Class, 5th April, 1890.

Arrell, J. T. ..... Caledonia, Ont.
Ashton, Geo. E. W. ..... North Shefford, P. Q.
Armour, William J. ..... Milton, Ont.
Austin, W. G. E. ..... Ottawa, Ont.

Bailey, S. W. ..... Millbury, Ohio, U. S.
Bell, Samuel A. ..... Watertown, N. Y., U. S.
Bittles, Edmond E. ..... Waterford, Pa., U. S.
Benner, Willis Grant ..... Allentown, Pa.. U. S.
Boor, Orville L. ..... New Castle, Ind., U. S,
Brake, G. Bruce ..... St. Thomas, Pa., U. S.
Broad, S. ..... Little Britain, Ont.
Brodie, A. S. ..... Almira, Ont.
Bucke, William H. ..... West Manchester, Ohio, U. S.
Burwell, Edgar ..... South Easton, Pa., U. S.
Broaddus, Will. J. ..... Connersville, Ind., U. S.
Bales, Frank ..... Dana, Ind. U. S.

Carnes, H. G. ..... Greenwood, Ind, U. S.
Carr, Joseph. ..... Elm Grove, Ont.
Carr, William R. ..... Westfield, Ont.
Clark, Charles H. ..... Grand Rapids, Mich., U. S.
Cook, Peter ..... Clinton, Ont.
Cook, Robert H. ..... Malton, Ont.
Cooper, Robert E. ..... Corvallis, Oregon, U. S.
Cowan, Walter D. ..... Galt, Ont.

Davitt, Michael Henry ..... Springfield, Mass., U. S.
Donoho. James ..... Ridgetown, Ont.
Dudgeon, William ..... Orangeville, Ont.
Darby, James W. ..... Dalesboro, Assa.

Elliott, William B. ..... Greenock, Ont.
Elliott, John W. ..... Aberdeen, S. Dak., U. S.
Elviage, James C. ..... Deleware, Ont.
Evans, Richard W. ..... Coldstream, Ont.

Fitch, Aubrey H. ..... Niagara Falls South, Ont.
Fleming, James ..... Detroit, Mich., U. S.
Fridirici, U. Grant ..... Tamaqua, Pa., U. S.
Finnigan, Philip Francis ..... Syracuse, N. Y., U. S.
Fyle, J. Johnson ..... Brantford, Ont.

Gerrow, W. J. ..... Omemee, Ont.
Giffen, John R. ..... Mayfield, Ont.
Gilpin, W. G. ..... Ottawa, Ont.
Golley, Joseph ..... Wingham, Ont.
Good, Lonzo B. ..... Columbus Grove, Ohio, U. S.

Hale, J. Ross.....Upper Sandusky, Ohio, U. S.
Herold, Philipp.....Fairberry, Neb, U. S.
Hart, Arthur C.....Richfield, Ohio, U. S.
Heseltine, P.....Colborne, Ont.
Heslop, F. A.....Appleby, Ont.
Hillegass, Jesse Z.....Pennsburg, Pa., U. S.
Hooker, Charles C.....Dana, Ind., U. S.
Horr, C. B.....Greenwich, Ohio, U. S.
Hoisington, A. L.....Canaan, Ohio, U. S.
Hatch, Charles E.....Gainesville, N. Y., U. S.

Ireland, S. A.....Laskay, Ont.
Irwin, Samuel.....Orangeville, Ont.

Jobson, George.....Franklin, Pa., U. S.
Johnston, Thomas.....Bailieboro, Ont.
Jones, W. G.....Strathroy, Ont.
Jones, Cornelius B.....Chillicothe, Ohio, U. S.
Jose, Charles.....Halloway, Ont.
Jupp, Spencer, jr.....Petrolia, Ont.

Keene, Charles A.....Providence, R. I., U. S.
Kennedy, William W.....Woodstock, Ont.
Kerr, George.....Mitchell, Ont.
King, Frank, jr.....Uxbridge, Ont.

Lawson, William.....Walkerton, Ont.
Lein, W. B.....Elmira, Ont.
Linxwiler, John L.....Hillsboro, Ill., U. S.
Little, William.....Glenora, Man.
Lyons, W. S.....Markdale, Ont.

McPherson, J. Gordon.....Picton, Ont.
McCallister, Dennis.....Kendall, Ont.
McCully, Robert W.....St. Thomas, Ont.
McDonald, James.....Summerside, P. E. I.
McEvers, William H.....Chicago. Ill., U. S.
McRae, Christopher.....Alexandria, Ont.
McKay, J. M.....Malton, Ont.
McLean, J. N.....Alliston, Ont.

Mohney, Otis H.....Vicksburg, Mich, U. S.
Malcolm, Peter.....St. Marys, Ont.
Martin, Wallace E.....Toronto, Ont.
Mann, Wesley A.....Strathroy, Ont.
Merchant, Banjamin H.....Arcadia, Wis., U. S.
Mitchell, Charles Rodger.....Shirgley, Ont.
Moore, Chas. S.....Wellsville, N. Y., U. S.
Morrow, Frank.....Strathroy, Ont.
Mowbray, John Alfred.....Whitby, Ont.
Milroy, Andrew L.....Covington Centre, N. Y., U. S.
Menhennitt, F. W.....Champion, Mich., U. S.

Nagle, J. W.....Salford, Ont.
Noble, E. S.....Blair, Neb., U.S.

Oille, J. L.....St. Thomas, Ont.
Oliver, Malcolm.....Stayner, Ont.
Osler, H. N.....Lincoln Falls, Pa., U. S.
O'Connor, J.....Freelton, Ont.
Orr, Hugh S.....Canaan, Ohio, U. S.

Parker, D. F.....London, Ont.
Pardue, R. M.....Sacramento, Cal., U. S.
Philip, Fred. W.....Sparta, Ont.
Pilkey, B. C.....Lindsay, Ont.
Pink, John James.....Hull, P. Q.

Routledge, William.....London, Ont.
Radley, Edwin C.....Chatham, Ont.
Raban, R. M.....Bristol, England.
Ramsay, Albert E.....Eden Mills, Ont.
Regan, William J.....Orillia, Ont.
Rettich, Edward.....Germantown, Ohio, U. S.
Ritchie, James.....Brechin, Ont.
Robertson, A.....Elliott, Ont.
Rowe, Daniel H.....Consecon, Ont.
Ryder, Daniel.....Chambersburg, Pa., U. S.
Routhier, John A.....Ottawa, Ont.
Rowell, Clifford B.....Fairport, N. Y., U. S.

Scott, Warner B.....Paddy's Run, Ohio, U. S.
Sharp, William V.....Brookton, N. Y., U. S.
Sidebottom, Philip K.....Manchester, England.

Skerritt, H. W.....Deansville, N. Y., U. S.
Swedberg, Alf. W.....Sterling, Va., U. S.
Smith, Erland D. F.....West Richfield, Ohio, U. S.
Smith, James M.....Cherokee, Iowa, U. S.
Spence, James H.....St. Marys, Ont.
Stover, Mahlon G.....Coopersburg, Pa., U S.
Strickler, Charles M.....Greencastle, Pa., U. S.
Switzer, George R.....Woodham, Ont.
Stewart, John C.....Danville, Ill., U. S.

Todd, John H. C.....Goodwood, Ont.
Teeple, George Robert.....Napoleon, Ohio, U. S.
Terry, Addison J.....Terrytown, Pa., U. S.
Thorne, James R.....Simcoe, Ont.
Turner, William H.....Lodie, Ohio, U. S.
Telfer, Thomas.....Lowville, Ont.

Ullrich, John H.....Decatur, Ill., U. S.

Waldron, Thomas M.....Greensburg, Pa., U. S.
Walton, J. N.....Woodstock, Ont.

Whitestine, O. G.....Huntington, Ind., U. S.
Wilson, John H.....London, Ont.
Wilson, Egerton T.....Shetland, Ont.
Wootton, William C.....Wellman's Corners, Ont.
Wright, Leslie A.....Winfred, S. Dak., U. S.
Wannaw, Alexander.....Kendal, Ont.

York, E. T. Lawley.....Buffalo, N. Y., U. S.

THE GRADUATING CLASS, 19TH DEC. 1890.

Arnold, T. F.....Lewiston, Mo., U. S.

Baldock, L. F.....Mount Charles, Ont.

Cornell, J. H.....Lambeth, Ont.
Cossitt, Newton.....Brockville, Ont.
Culham, D.....Sheffield, Ont.
Currie, John M.....Mitchell, Ont.

Faughnam, J. C.....Bodines, Pa., U. S.
Fleming, W. J.....Millhaven, Ont.
Frank, James R.....Strathroy, Ont.

Gilmour, R. G.....Almonte, Ont.

Harrison, James.....Fergus, Ont.
Hodgins, George M.....Lucan, Ont.
Holder, S. T.....Bloomington, Ont.

Kelley, James A.....Orono, Ont.
Kennedy, Samuel.....Rupert, Que.

Leslie, William.....Northport, Ont.
Lockwood, Lyman D.....Penn Yan, N. Y., U. S.

McMillan, Adam.....Carberry, Man.

Mathers, Seth.....Markdale, Ont
Miller, W. D.....Findlay, Ohio, U. S.
Milne, John F.....Clinton, Ont.
Morrow, A.....Minesing, Ont.

Nelson, R. J.....Paisley, Ont.

Patterson, L. N.....Oakville, Ont.
Peck, C. L.....Beamsville, Ont.
Pink, Charles.....Ottawa, Ont.

Simon, W. H.....St. John, New Brunswick.
Steiner, John.....Bergen, N. Y., U. S.

Taylor, A. E.....Brampton, Ont.
Teller, John H.....Simcoe, Ont.
Thomson, N.....Toronto, Ont.

Wilkins, George N. N.....Baysville, Muskoka, Ont.

TREASURER'S REPORT FOR 1890.

Geo. Graham, Treasurer, in account with the Agriculture and Arts Association, for the year ending 31st December, 1890.

1890.	RECEIPTS.	No.	$ c.	$ c.
	DR.			
	To Balance from 1889	393	.....	128 64
	RENTS.			
Feb. 5....	P. Jamieson rent to first of February	393	500 00	
May 16....	" " May	401	500 00	
Sept. 16....	" " August	403	500 00	
Dec. "	" " November	.....	500 00	
				2000 00
	REGISTRATION FEES.			
Jan. 31....	H. Wade, Registration fees for January	393	233 00	
Mar. 1....	" " " February	395	298 00	
Apr. 1....	" " " March	"	286 75	
May 2....	" " " April	401	240 40	
Aug. 19....	" " " May	"	137 55	
.....	" " " June	"	118 25	
.....	" " " July	"	67 50	
Sep. 2....	" " " August	"	171 75	
Oct. 18....	" " " September	403	294 50	
Nov. 25....	" " " October	405	97 25	
Decr. 15....	" " " November	"	168 50	
" 31....	" " " December	"	243 50	
				2356 95
	HERD BOOK.			
Jan. 31....	H. Wade, Clydesdale Herd Book sold	393	39 25	
" 31....	Heavy Draught	"	1 50	
Mar. 1....	H. Wade, Herd Book sold	395	46 30	
Apr. 1....	" " "	"	55 90	
May 2....	" " "	401	147 45	
Aug. 19....	" " " May	"	31 60	
.....	" " " June	"	6 70	
.....	" " " July	"	14 65	
.....	" " " August	"	19 30	
.....	" " " September	403	20 00	
.....	" " " October	405	12 45	
Dec. 15 ..	" " " November	"	31 10	
" "	" " " December	"	6 70	
				4918 49
	LOAN ACCOUNT.			
Mar. 26....	Proceeds of note discounted	395	1000 00	
				1000 00
	GOVERNMENT GRANT.			
Apr. 21....	Provincial Treasurer on account	399	3500 00	
Oct. 9....	" balance of Grant	403	2500 00	
				6000 00
	INTEREST ACCOUNT.			11918 49
Dec. 19....	Interest of Prince of Wales loan			56 00
				11974 49

TREASURER'S REPORT FOR 1890.—*Continued.*

1890.	—	PAYMENTS.	No.	$ c.	$ c.
		MISCELLANEOUS.			
Jan. 6....	6½	Paid Treasurer as per Auditor's report	394	5 00	
" 6....	4	P. M. Springer, Am. Berkshire Association	"	14 00	
" 6....	3	Wm. Hickson, rider at London	"	5 00	
Feb. 14....	17	D. S. Ritchie, bill posting	396	1 75	
Sept. 2....	78	G. Graham, for attg, audit Reg. Fees	404	25 00	
Nov. 22....	92	H. Wade, expenses and disbursements	406	53 70	
Dec. 15....	100	Provincial Treasurer—heating offices	.....	200 00	
" 15 ...	101	Postage etc.	.....	16 50	
" 15....	102	J. T. Peterkin—sundries	.....	2 30	
					323 25
		Salaries.			
Jan. 6....	2	J. I. Hobson, Auditor	394	30 00	
" 6....	2½	J. Martin, "	"	15 00	
Jan. 29 ...	6	H. Wade, salary for January	"	190 00	
Feb. 16 ...	11	G. Graham " " "	"	33 00	
" 27 .	19	H. Wade, salary for February	396	190 00	
" 27 ..	20	G. Graham, " " "	"	33 00	
Mar. 28....	26	H. Wade " " March	"	180 00	
" 28....	27	G. Graham " " "	"	33 00	
Apr. 28....	35	H. Wade " " April	398	180 00	
May 2 ...	51	" special salary	400	200 00	
" 2....	52	" salary for May	"	180 00	
July 1....	60	Geo. Graham, salary ending first July	402	25 00	
" 1....	61	Henry Wade " " June	"	180 00	
Aug. 14....	63	" " " " July	"	180 00	
" 30....	68	" " " " August	"	180 00	
Sept. 29....	80	" " " " September	404	180 00	
" 29....	81	Geo. Graham, salary	"	25 00	
Oct. 21....	89	Henry Wade, salary for October	406	180 00	
Nov. 22....	91	" " " November	"	180 00	
Dec. 15.. .	15	" " " December	"	180 00	
" 15....	15	George Graham, " "	.....	25 00	
					2599 00
		ADVERTISING.			
Feb. 3....	8	R. L. Polk & Co., advertising	394	6 50	
" 16....	9	Hamilton *Spectator*	"	4 80	
					11 30
		POSTAGE.			
Jan. 29....	6½	Postage stamps as Reg. fees for January	394	8 00	
Mar. 1....	21	Henry Wade " " February	396	8 00	
" 14....	22	" check for stamps	"	26 62	
Apr. 1....	22	" postage stamps as Reg. Fees	"	12 00	
Apr. 9 ...	28	" postage	398	9 00	
May 2....	48	" "	400	5 00	
" 2 ...	55	Treasurer's office, stamps	"	2 00	
" 2....	56	Postage stamps as Reg. Fees	402	13 40	
" 9....	65	H. Wade " "	"	6 00	
Aug. 19....	65	" " " May	"	8 50	
" 19 ...	66	" " " June	"	9 50	
" 19....	67	" " " July	"	5 75	
Sept. 2....	77	" " " August	404	17 75	
Oct. 18....	85	" " "	"	27 75	
Nov. 25....	93	" " "	406	12 25	
Feb. 16....	12	" " "	394	25 00	
Dec. 15....	105	H. Wade, postage stamps and registration	12	12 25	
" 15. ..	108	G. Graham, charge for postage stamps	.....	3 00	
" 15....	109	H. Wade, postage stamps, fees for Reg. fees	.....	21 50	
					233 77
		Carried forward	.....	.....	.....

TREASURER'S REPORT FOR 1890—*Continued.*

1890.		PAYMENTS.	No.	$ c.	$ c.
		Brought forward			167 32
		INTEREST ACCOUNT.			
Feb. 3	7	J. I. Hobson, for Miss Loghrin, interest on mortgage.	394	300 00	
Mar. 28	25	H. Wade, interest on remainder of note	396	6 52	
Apr. 1	25	Discount on note	"	6 52	
Aug. 1	62	John I. Hobson for Miss Loghrin	402	300 00	
					613 04
		HERD BOOK.			
Feb. 16	14	H. Wade, Herd Book expenses	394	3 50	
" 16	15	Mail Job Department	"	31 50	
Apr. 22	34	Hunter, Rose & Co., printing	395	500 00	
" 28	38	London Printing and Lithographing Co	"	5 00	
" 28	40	Brown Bros	"	13 00	
May 28	45	John Wanless, medals	400	40 00	
" 28	49	H. Wade	"	7 70	
" 28	52	Hunter, Rose & Co	"	315 30	
Dec. 15	103	H. S. Hill, advertising etc	"	10 00	
					926 00
		EDUCATIONAL SCHEME.			
Feb. 16	10	W. H. Hanover, prize for 1889	394	20 00	
					20 00
		OFFICE EXPENSES.			
Feb. 16	13	Henry Wade, for office	394	12 57	
Apr. 9	30	" "	398	7 62	
" 28	36	A. J. Henderson	"	3 00	
" 28	39	Chas. H. Edwards & Co	"	2 00	
May 2	50	Office Expenses	400	4 89	
Aug. 22	76	Edwards, Catchpole & Co., 3 qts. musilage	404	1 50	
Oct. 15	82	Herd Book	"	33 00	
					64 58
		PRINTING.			
Feb. 14	16	*Mail* Job Department, office printing	396	36 00	
" 14	18	H. Wade, for Treasurers office, London	"	27 00	
Apr. 28	37	*Mail* Job Department	298	7 75	
May 14	59	*Mail* Job Department	402	18 35	
Aug. 22	69	*Farm & Stock-Breeder's* paper	"	2 35	
" 22	70	Hunter, Rose & Co	"	2 00	
" 22	71	*Mail* Job Printing Co	"	16 25	
Dec. 15	96	" "	"	37 50	
					147 00
		INSURANCE.			
Mar. 1	23	H. Wade for Insurance	396	18 75	
Aug. 14		" " on building	402	65 00	
					83 75
		BOARD EXPENSES.			
Mar. 14	24	Member attending meeting of council	396	202 72	
Sept. 16	79	" " "	404	190 24	
Dec. 11	95	" " "	406	254 24	
Apr. 3	31	H. Wade, for S. Dickie	398	7 00	
" 3	32	Albin Rawlings, meeting at Toronto	"	16 00	
" 11	33	James Rowand " "	"	15 20	
					685 40
		Carried forward			

TREASURER'S REPORT FOR 1890.—*Continued.*

1890.	—	PAYMENTS.	No.	$ c.	$ c.
		Brought forward			5707 49
		LOAN ACCOUNT.			
Mar. 28....	25½	Paid note dis. Dec. 19, 1889	396	1000 00	
Apr. 24....	34½	" " Mar. 12, 1890	398	1000 00	2000 00
		EXHIBITION EXPENSES.			
Apr. 9....	29	H. Wade, Exhibition fees, Exhibition expenses	398	14 00	
May. 2....	24	John Wanless, medals, $83	400	95 00	
" 2....	47	" veterinary prizes 12			
" 2....	74	*Empire* Printing & Publishing Co., Ex. expenses 1889	404	31 80	
" 2..	84	International membership fee		10 00	150 80
		GRANTS.			
Apr. 28....	41	Short Horn Breeders' Association as per resolution in December	398	1000 00	1000 00
		VETERINARY COLLEGE.			
Apr. 28....	42	Alexander & Cable Lith. Diplomas	400	71 43	
Dec. 24....	107	A. Rawlings, Vet. College, Exm. for Department		16 00	87 43
		VETERINARY MUSEUM.			
Apr. 28....	43	Alexander & Cable	400	48 57	48 57
		STATIONERY.			
Apr. 28....	44	Brown Bros	400	7 60	
May 2....	53	Rolph, Smith & Co	"	6 00	
Aug. 22....	72	Brown Bros	404	19 55	
May 9....	58	" "	402	12 00	
Aug. 22....	73	James Bain & Son	404	9 90	55 05
		PETTY CASH.			
Aug. 22....	75	Henry Wade	404	14 83	14 03
		PRIZE FARMS.			
Oct. 9....	83	Wm. Donaldson	404	84 00	
Nov. 22....	90	J. I. Hobson, Judging Prize Farms	406	68 20	
Dec. 15....	99	J. Wanless, medals		63 00	215 20
		FAT STOCK SHOW.			
Oct. 9....	84	J. C. Snell, Committee	404	6 56	
Dec. 5....	94	H. Wade	406	300 00	
" 17....	106	H. Wade, for Fat Stock Show		37 50	344 06
		PLOUGHING MATCH.			
Oct. 21....	86	Robt. Vance, Prov. Ploughing Match	406	150 00	
" 21....	87	Nicholas Awrey, M.P.P.	"	150 00	
" 21....	88	Jonathan Sissons	"	150 00	450 00
					10,072 43
		Balance			1,902 06
		INTEREST ACCOUNT			11,974 49
		Balance cash brought down			1,902 06
		Add $6.52 charged twice, interest on note of $1,000			6 52
					$1,908 58

ASSETS AND LIABILITIES of the Agriculture and Arts Association, December 31st, 1890.

RECEIPTS.	$ c.	DISBURSEMENTS.	$ c.
To cash balance from 1889	128 64	By Miscellaneous	323 25
" Registration fees	2,356 95	" Salaries	2,599 00
" Herd Book sales	432 90	" Advertising	11 30
" Rent of Building	2,000 00	" Postage	233 77
" Legislative Grant	6,000 00	" Interest Account	606 52
" Interest on Prince of Wales mortgage	56 00	" Herd Book	926 00
" Loan account, note discount	1,000 00	" Educational Scheme	20 00
	11,974 49	" Office Expenses	64 58
		" Printing	147 20
		" Insurance	83 75
		" Board Expenses	685 40
		" Loan Account	2,000 00
		" Exhibition Expenses	150 80
		" Grant Short Horn Breeder's Association	1,000 00
		" Veterinary College	87 43
		" " Museum	48 57
		" Stationery	55 05
		" Petty Cash payments	14 03
		" Prize Farms	215 20
		" Fat Stock Show	344 06
		" Ploughing Match	450 00
		" Cash on hand	1,908 58
			$11,974 49

Agricultural and Arts Association, December 31st, 1890.

Assets.	—	Liabilities.	—
	$ c.		$ c.
To Cash in Bank	1,931 77	By Mortgage on Real Estate	10,000 00
" " on hand	56 00	" Balance of Assets and Liabilities..	56,687 77
" Real Estate, Agricultural Hall....	60,000 00		
" Library	1,500 00		
" Prince of Wales fund	800 00		
" Office furniture and safe.....	600 00		
" Clydesdale Stud Book.....	1,800 00		
	$66,687 77		66,687 77

To the Council of the Agriculture and Arts Association:

Gentlemen,—We, your Auditors, beg leave to report that we have examined the Treasurer's books and accounts and find them correct, with vouchers for the same.

There are outstanding cheques amounting to $36.00.

JOSEPH BIGELOW, }
JOHN I. HOBSON, } Auditors.

Toronto, January 3rd, 1891.

BINDING SECT. AUG 2 3 1967